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ABSTRACT

This report is a compilation of four different studies involving kindergartners (N=950) who participated in the "I LIKE ME!" program. I LIKE ME! is a 12-week program that uses a personalized reader with "I" statements as positive inducements for learning and achievement for kindergartners. The goals of the program are to bring home, school, and community together as a unified partnership in education; to provide an understanding of inclusion and tolerance; to deliver anti-drug and anti-gang messages; to help instill an early love of reading while improving reading comprehension and recall; and to demonstrate to children that they are important and can become successful, young citizens. This summary is divided into four parts; each part discusses a particular study related to the I LIKE ME! program. Part 1 involves a cumulative analysis of self-concept studies strictly associated with the program. Part 2 utilizes three control groups and one experimental group in a double-blind research design to analyze the impact of the 12-week program on self-concept. Part 3 utilizes two control groups to analyze the impact of the program's personalized approach on reading comprehension. Part 4 analyzes the impact of the I LIKE ME! program on developmentally delayed students. Copies of articles previously published about the program and the author's curriculum vitae are provided. (Author/MKA)

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COMPLETE SUMMARY OF A FOUR-PART RESEARCH PROJECT FOR THE "I LIKE ME!" PROGRAM

SUBMITTED BY

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Dr. DeMoulin has been an elementary school teacher, elementary principal, and district superintendent, and for the last 12 years has been involved in higher education. He is recognized nationally and internationally for his active involvement in the promotion of reading and self-concept development in elementary school children, and in creating active educational partnerships throughout the United States and Canada.

EDUCATION

Ed.D.	Mississippi State University, 1987 (Leadership)
Ed.S.	Southern Illinois University at Edwardsville, 1985
M.A. in Sci.	Governors State University, 1979 (Environmental Sci).
B.S. in Ed.	Eastern Illinois University, 1975 (Geology/Geography)

SCHOLARLY HONORS

** Selected as part of a distinguished panel of speakers including John Motusesky, President of Telephone Pioneers of America, Hal Burlingame, Vice President of AT&T, Robert Goodwin, President of Points of Light Foundation, and Richard Riley, Secretary of Education, held at Washington, DC (1998)

** Selected by the American Biographical Institute to be included in the International Directory of Distinguished Leadership for Outstanding Leadership in Research and Teaching (1998)

** Presented a national award for Outstanding Leadership in Community Service by Kindergartners Count, Inc., in Topeka, Kansas (1996)

** Selected to Who's Who Among Outstanding Americans (1995)

** Selected by the State Department of Education as a panel member and facilitator for a two-day seminar on "Violence in the Schools" held at the University of Missouri-Columbia (1994)

** Nominated by the Department of Educational Administration at the University of Missouri-Columbia for the University Council for Educational Administration's Jack Culbertson award (1994)

** Part of a national documentary for special education in Japan (1994)

** Cover feature along with nationally recognized research on self-efficacy -- Winter, 1993 issue of EDUCATION.

** Special Merit Award from the editorial board of Project Innovation for Defining the Role of Self-Efficacy in Learning (1993)

** Invited by Hirosaki University in Japan as a guest visiting lecturer (October/November, 1993)

** Selected to the Outstanding Young Men of America organization (1992)

** Selected but the University Council for Educational Administration (UCEA) as One of 40 outstanding doctoral students in the United States and Canada (1988)

*** Over 190 international and national articles, books, technical manuscripts, and presentations.

THE "I LIKE ME!" PROGRAM

"I LIKE ME!" is a twelve-week program that has at its centerpiece a personalized reader developed by V.L. Wheeler, Founder of Kindergartners Count, Inc. The reader includes powerful "I" statements as positive inducements for learning and achievement in kindergartners. The personalized reader incorporates all Dolch sight-words specifically aimed at and recommended for kindergarten-age children. It uses the child's first name, the first names of two of his/her friends, and the school, teacher and principal---"I LIKE ME!" may be an important, if not the first step, in their learning process. The purpose of this personalized approach is to allow children to become heroes in their own lives, to develop of a healthy self-concept, and to reinforce fundamental reading processes through literacy; each creating a positive sensitivity toward self and toward learning.

The goals of the program are:

- to bring home, school, and community together as a unified partnership in education;
- to provide an understanding of inclusion and tolerance;
- to deliver anti-drug and anti-gang messages;
- to help instill an early love of reading while improving reading comprehension and recall;
- to demonstrate to children that they are important and can become successful, young citizens.

Teachers are provided a 12-week daily lesson plan that they can integrate into the existing curriculum and where they can implement daily activities for parents to encourage their active participation. It is within this 12-week time frame where maximum benefits are statistically relevant. However, teachers are free to utilize the "I LIKE ME!" program in the best way that is suitable to the needs of their students.

"I LIKE ME!" operates on three basic premises:

- First, all kindergarten children are precious and are deserving of our attention--inmates in our nation's prisons were once innocent children.
- Second, all kindergarten children can learn--perhaps not the same thing or in the same way, or even in the same time frame, but all can learn.
- Third, all kindergarten children possess the capacity for good--we must assume that there are no bad kindergartners, but kindergartners who may do bad things.

It is from these premises that the power of the "I LIKE ME!" program becomes evident for the volunteers and sponsors who provide the program, to the teachers who implement the program in their classrooms, to the parents who have a vested interest in their son/daughter's education, and to kindergartners who are experiencing fear and uncertainty in their developmental process.

SUMMARY OF STUDIES

This report is a compilation of four different studies involving 950 kindergartners in Western Tennessee and Kentucky, and one school in Kansas. All data were analyzed with the Statistical Package for Social Science (SPSS, 7.5) program at an Alpha level of .05 (level set to determine statistical significance). Any number that is equal to or less than .05 is judged to be statistically significant while any number that falls beyond .05 is judged to be statistically insignificant.

Studies in this summary consists of four parts:

- Part I involves a cumulative analysis of self-concept studies strictly associated with the "I LIKE ME!" program;
- Part II utilizes three control groups and one experimental group in a double-blind research design to analyze the impact of the 12-week program on self-concept;
- Part III utilizes two control groups and one experimental group in a double-blind experiment to analyze the impact of the "I LIKE ME! personalized approach on reading comprehension;
- Part IV analyzes the impact of the "I LIKE ME!" program on developmentally delayed students (Kidstart program)

Each study begins with a research design and instrumentation overview followed by a general summary of findings (in association with corresponding tables) and graphic representations of respective tables. Cumulative findings provide valuable information concerning the nature and the impact of the "I LIKE ME!" program on overall self-concept, the sub-components of self-esteem and self-efficacy, reading comprehension, and school readiness.

RECOMMENDATIONS

Because the "I LIKE ME!" program is being broadened to include pre-school through third grade, and will be provided to elementary students across the United States, Canada, and Mexico, it becomes vital to expand the research agenda to include geographic regions and school size across international boundaries and across grade levels. These extensive studies will provide valuable information to make appropriate modifications (if necessary) in the "I LIKE ME!" program according to geographic region (or country) and school size (urban, metropolitan, or rural), and grade level to maximize the opportunity of students reading at or above grade level with a healthy self-concept in tact by grade four.

Current studies provide an excellent base-line investigation of the positive impact that the "I LIKE ME!", 12-week program has on the growth and development of kindergartners. Further studies are needed to continually analyze the "I LIKE ME!" program (and its translation into Spanish, Canadian English, and French) as it enrolls larger and more diverse populations of children throughout the United States, Canada and Mexico. And, with the increasing likelihood of moving into more international populations, analysis becomes more imperative.

Truly, the "I LIKE ME!" program has the capability to make tremendous strides in early childhood development and can shape the way educators address the needs of children as they seek an effective early intervention program. The Telephone Pioneers of America are strategically placed in an extraordinary position of significantly impacting the course of education in the coming years, both nationally and internationally.

ABRIDGED ANALYSIS

The "I LIKE ME!" program provides positive self-concept development and growth in participating kindergarten-age children. This suggests that the "I LIKE ME!" program not only increases sensitivity toward school (self-efficacy) but also dramatically influences the fragile self-esteem in kindergartners during this critical developmental time which, in turn, contributes significantly to the overall growth in self-concept (refer to page 5).

The "I LIKE ME!" program significantly improves the self-concept of Caucasian, African American, Asian and Hispanic participants with the self-esteem element making the greatest overall impact toward this gain. In the initial sampling, the total number of participants for the other cultural categories [Native American (18); and "Other" (9)] was too small to make valid judgments. Future studies will specifically focus on these categories to increase the number of participants for better analyses.

When gender was factored in, both boys and girls experienced significant self-concept, self-esteem, and self-efficacy growth. This indicates that gender is not a determinant in overall self-concept development and growth.

Social Economic Status (SES) had no bearing on the positive impact of overall self-concept -- children in each of the SES categories experienced similar overall growth. SES was defined for this study as the system utilized in American schools to define the ability to pay for lunches by families. In this system, children are group into three family income categories (low, moderate, and high). These categories are set by the federal government and are updated each year.

Families whose income falls below the federally designated income level pay no money for their child's lunches (Free Lunch). Families who income falls between the federally designated low and upper income levels pay a reduced fee for their child's lunch (Reduced Lunch). Families whose income falls above the federally designated upper income level pay normal school lunch prices (Norm).

"Free" and "Reduced" categories demonstrated significant gains from the "I LIKE ME!" program in the self-esteem element. In their attitude toward learning (self-efficacy), all categories, experienced growth, but the "Free" category experienced significant growth.

Kindergartners who are exposed to the 12-week, "I LIKE ME!" program on a continual basis, demonstrate a much greater benefit in overall self-concept growth when compared to kindergartners who do not receive the personalized reader, or those who receive the personalized reader, but no instruction or involvement, or those who receive periodic or non-routine exposure (refer to page 5). Furthermore, kindergartners who are exposed to the "I LIKE ME!" program either on a continual basis or on a periodic instructional basis experience a significant improvement in self-esteem.

The use of the personalized "I LIKE ME!" reader also significantly improves reading comprehension and recall in kindergartners when compared to kindergartners using non-personalized material (refer to page 5). Both male and female participants equally benefited from the use of the personalized approach.

Finally, results of these comprehensive studies suggest that the "I LIKE ME!" program is a valuable early intervention tool for educators as they address ongoing cognitive and behavior needs of children (teachers have reported as much as a 40 percent decline in classroom management problems during the 12-week program). Its inclusion, therefore, can provide teachers with a supplemental, strategic plan that can have a significant impact on the overall readiness of kindergartners and on developmentally delayed students as each strives for success in school and in life (refer to page 5).

MEASURED PERCENTAGE GAIN

Part I Overall Composite of Self-Concept (N - 653)

Variable	Percentage Gain
Overall Self-Concept	6.9
• Self-Esteem Element	8.0
• Self-Efficacy Element	6.1

Part II Study of the Impact of 12-Week Program (N - 88)

Group A (N - 22)	
Students who did not receive personalized book	3.1
Group B (N - 23)	
Students who received personalized book, but no instruction	3.6
Group C (N - 22)	
Students who received personalized book and periodic instruction	3.9
Group D (N - 21)	
Students who completed entire 12-week program	28.7

Part III Study of Personalization on Reading Comprehension (N - 196)

Group A	Students utilizing non-personalized material (N - 65)	
Group B	Students utilizing sample, non-personalized "I LIKE ME!" readers (N - 65)	
Group C	Students utilizing personalized "I LIKE ME!" readers (N - 66)	
Comparisons	Group A to Group B	11.5
	Group A to Group C	46.8
	Group B to Group C	31.6

PART IV Study of Developmentally Delayed Kindergartners (N - 15)

Overall Self-Concept	53.1
• Self Esteem	53.7
• Self Efficacy	63.0

REVIEW OF FOUR STUDIES INVOLVING THE "I LIKE ME!" PROGRAM

Part I:	Cumulative analysis of self-concept studies strictly associated with the "I LIKE ME!" program
Part II:	Double blind research of three control groups and one experimental group analyzing the impact of the 12-week program on self-concept
Part III:	Double blind research of two control groups and one experimental group analyzing the impact of the "I LIKE ME! personalized approach on reading comprehension
Part IV:	The impact of the "I LIKE ME!" program on developmentally delayed students (Kidstart program)

PART I

CUMULATIVE ANALYSIS

RESEARCH DESIGN AND INSTRUMENTATION

During The past three years, different studies have been conducted to analyze the impact of the "I LIKE ME!" program on kindergartners' self-concept. Studies analyzing self-concept used the DeMoulin Self-Concept Developmental Scale (DSCDS). A copy of the DSCDS is provided in Appendix A.

The DSCDS is a diagnostic instrument that provides a comprehensive and systematic analysis of an individual child's self-concept. The 30-point scale is subdivided into two 15-point scales: 1) self-efficacy element (sensitivity toward school); and 2) self-esteem element (sensitivity toward self).

Construct validity was established through Principal component Factor Analysis (orthogonal rotation). Alpha coefficients (internal reliability) ranged from .79 to .91 across the primary and secondary measures with no significant differences related to gender, age, or other role-defining conditions.

The information is obtained from three sources: 1) the child; 2) the teacher of the child; and 3) the parent/guardian of the child. Questions across these three sources are compatible with one another, e.g., question one of the kindergartners' instrument measures the same construct as question one of the teachers' and parents' instruments, and so on.

Final results are analyzed separately and then synthesized into an overall self-concept composite. Biographical factors were also collected including race, socio-economic status (free, reduced, regular lunches) and gender, and then partitioned out to further analyze the program's impact.

Scores that fall at or below 15 on the overall self-concept scale are considered to be in the "zone-of-concern" region and should be analyzed more closely to determine appropriate renewal measures. On each of the self-efficacy and self-esteem sub-scales, scores that fall at or below six are considered to be in the "zone-of-concern" region and should be analyzed to determine the effect each has on the overall self-concept scale.

In this cumulative analysis, pretest and posttest data from six hundred and fifty three kindergartners have been collected and analyzed through the use of a Dependent T test. The Dependent T or (Paired-Samples T) test procedure compares the means of two variables for a single group (pretest/posttest situations).

In this testing format, each participating kindergartner, teacher, and parent/guardian was administered the DSCDS. After administration, teachers utilized the 12-week "I LIKE ME!" program. At the conclusion of the initial 12-week period, the entire instrumentation process was repeated and data were analyzed to determine the impact of the program on mean self-concept standing.

RESEARCH PURPOSE

The purpose of this study was to determine the ongoing impact of the "I LIKE ME!" program on self-concept development, including the partitioned elements of self-efficacy (sensitivity toward school) and self-esteem (sensitivity toward self), of kindergartners and its relation to gender, socio-economic status, and race.

RESEARCH OUTCOMES

Data revealed a significant gain in overall self-concept ($p \leq .05$). Of this overall gain in self-concept, the self-esteem element (mean from 8.96 to 9.70) contributed the majority of the overall advance ($p \leq .05$). Although the sensitivity scale (self-efficacy) did show a pretest/posttest increase (mean from 9.49 to 9.89), it was not deemed to be statistically significant ($p > .05$). Analysis suggests that children have a pretty good feeling toward school at this age and the significance of the "I LIKE ME!" program fosters a more powerful impact on building the self-esteem element as witnessed by the mean gain in scores.

Data showed that gender had no significant difference in self-concept , self-esteem, and self-efficacy development as data for both boys and girls produced mean significant gains ($p \leq .05$).

When race was included in overall self-concept, pretest/posttest significance ($p \leq .05$) was identified for white students (N - 199), African American students (N - 356), Asian students (N - 46), and Hispanic students (N - 27). No significance ($p > .05$) was identified for Native American students (N - 17) or in the category of "Other" (N - 8). In analyzing the self-efficacy element, mean significant gains were identified only in the White and Asian categories ($p \leq .05$) while mean significant gains in self-esteem ($p \leq .05$) were identified for white students, African American students, and Hispanic students. No mean significant gain in self-esteem was identified for Asian students, Native American students, or students falling into the "Other" category. (Non-significant gains in the Native American and "Other" categories may be due to a small N, 17 and 8 respectively).

When socio-economic status (SES) was figured in, data revealed mean significant gains ($p \leq .05$) in overall self-concept and in the "free" and "reduced" categories in the self-esteem element. Mean significant gains ($p \leq .05$) were also identified in the self-efficacy element in the "free" category indicating that kindergartners from lower income families gain a more favorable attitude toward school during the twelve-week program.

Overall analysis indicates that socio-economic status has no bearing on the impact of the "I LIKE ME!" program on overall self-concept growth.

FINAL ANALYSIS

It appears from data analysis that the "I LIKE ME!" program is making significant strides in providing positive self-concept development and growth in kindergarten-age children and, in this development, the program has a significant impact on developing/enhancing self-esteem and self-efficacy elements in kindergartners. This seems to suggest that not only does the "I LIKE ME!" program increase sensitivity toward school, it also dramatically influences the fragile self-esteem in kindergartners during this critical developmental time, which, in turn, contributes significantly to the overall gain in mean self-concept.

SUMMARY OF TABLES

OVERALL SELF-CONCEPT

The table postcon and precon represents pretest/posttest analysis of overall self-concept. Pretest mean score was 18.3392 on a 30-point scale that translates to an overall good level of self-concept for the 653 participants. After the 12-week I LIKE ME!" program, mean posttest scores increased to 19.6072 -- a gain of 1.268. Under paired samples test, the two-tailed significance equals .000 and indicates mean statistical significant gains from pretest/posttest scores

OVERALL SELF-ESTEEM

The table postest and preest represents pretest/posttest analysis of the self-esteem element. Pretest mean score was 8.9707 on a 15-point scale that translates to an overall good level of self-esteem for the 653 participants. After the 12-week I LIKE ME!" program, mean posttest scores increased to 9.6968 -- a gain of 0.7198.

Under paired samples test, the two-tailed significance equals .000 that indicates mean statistical significant gains from pretest/posttest scores.

OVERALL SELF-EFFICACY

The table posteff and preeff represents pretest/posttest analysis of the self-efficacy element. Pretest mean score was 9.3929 on a 15-point scale that translates to an overall good level of self-efficacy and significantly higher than the pretest score for self-esteem for the 653 participants. After the 12-week I LIKE ME!" program, mean posttest scores increased to 9.8966 -- a gain of 0.5037.

Under paired samples test, the two-tailed significance equals .000 that indicates mean statistical gains from pretest/posttest.

TABLES AND GRAPHS

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POSTCON	19.6072	653	5.8267	.2280
	PRECON	18.3392	653	5.6079	.2195
Pair 2	POSTEST	9.6968	653	3.3265	.1302
	PREEST	8.9709	653	3.4841	.1363
Pair 3	POSTEFF	9.8966	653	3.0861	.1208
	PREEFF	9.3239	653	3.3356	.1305

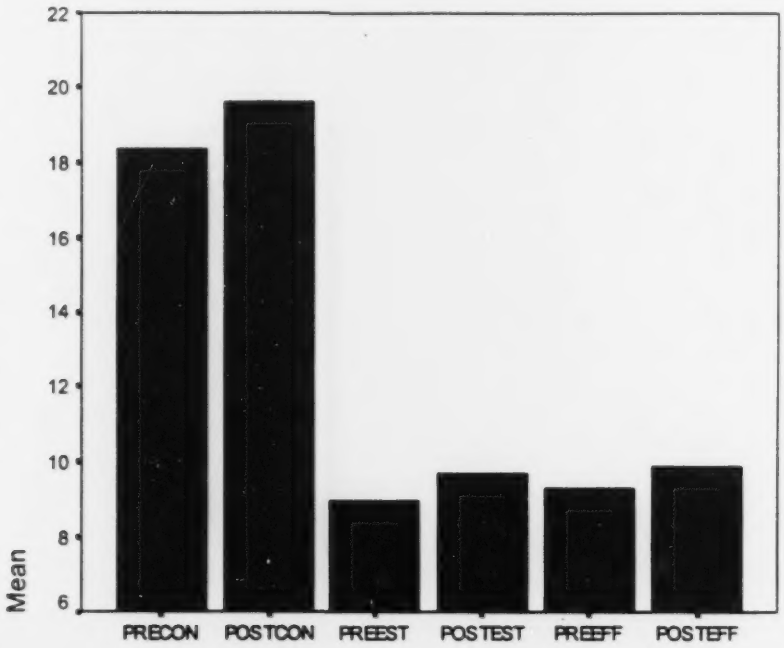
Paired Samples Test

		Paired Differences					t
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	
Pair 1	POSTCON - PRECON	1.2680	5.4572	.2136	.8487	1.6873	5.938
Pair 2	POSTEST - PREEST	.7259	3.4119	.1335	.4637	.9881	5.437
Pair 3	POSTEFF - PREEFF	.5727	3.6122	.1414	.2952	.8503	4.052

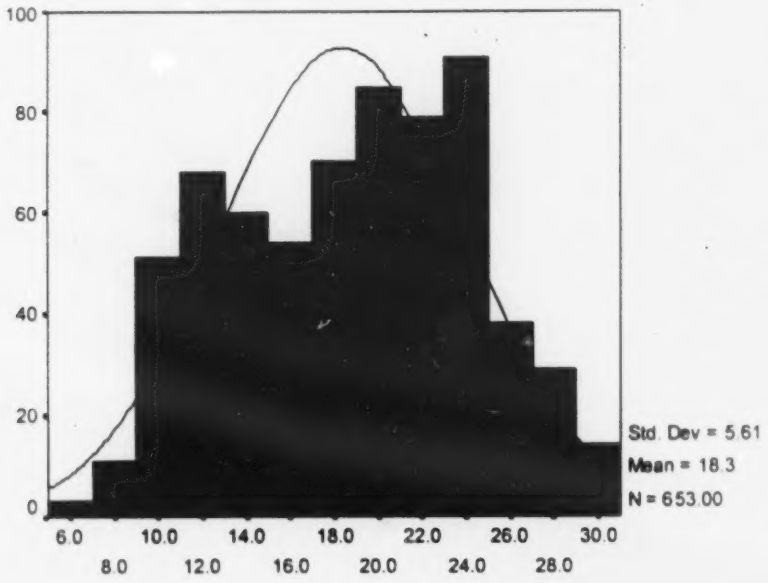
Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	POSTCON - PRECON	652	.000
Pair 2	POSTEST - PREEST	652	.000
Pair 3	POSTEFF - PREEFF	652	.000

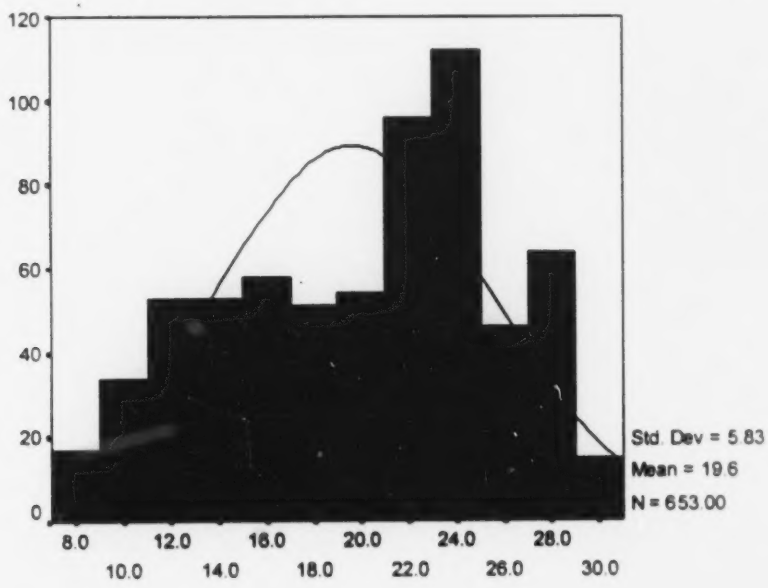
Graph 1 Pre-Post Test Comparison of Self-Concept, Self-Esteem, and Self-Efficacy



Graph 2 Pretest Self-Concept Comparison to Normal Curve



Graph 3 Posttest Self-Concept Comparison to Normal Curve



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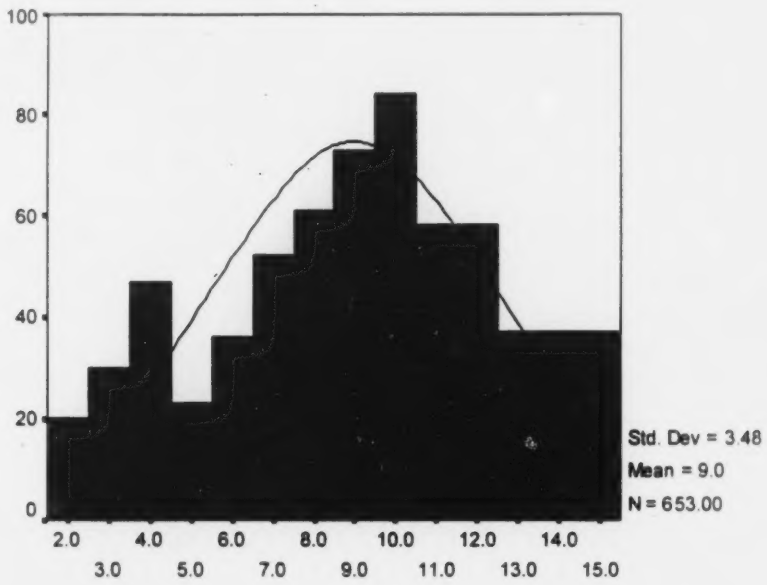
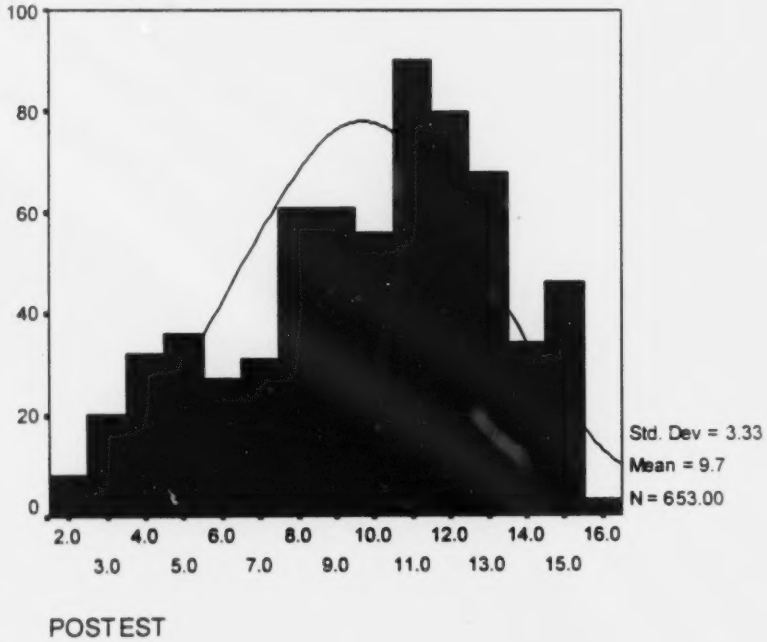
Graph 4 Pretest Self-Esteem Comparison to Normal Curve



Graph 5 Posttest Self-Esteem Comparison to Normal Curve



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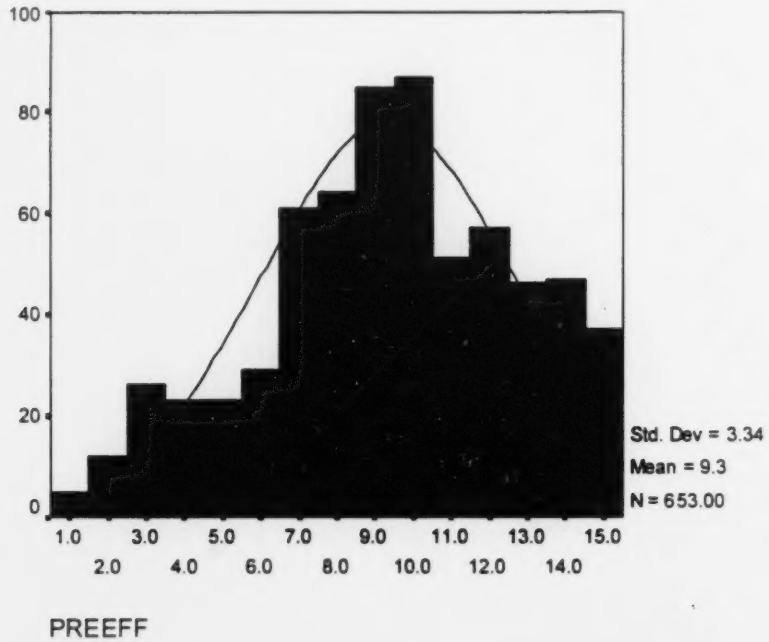
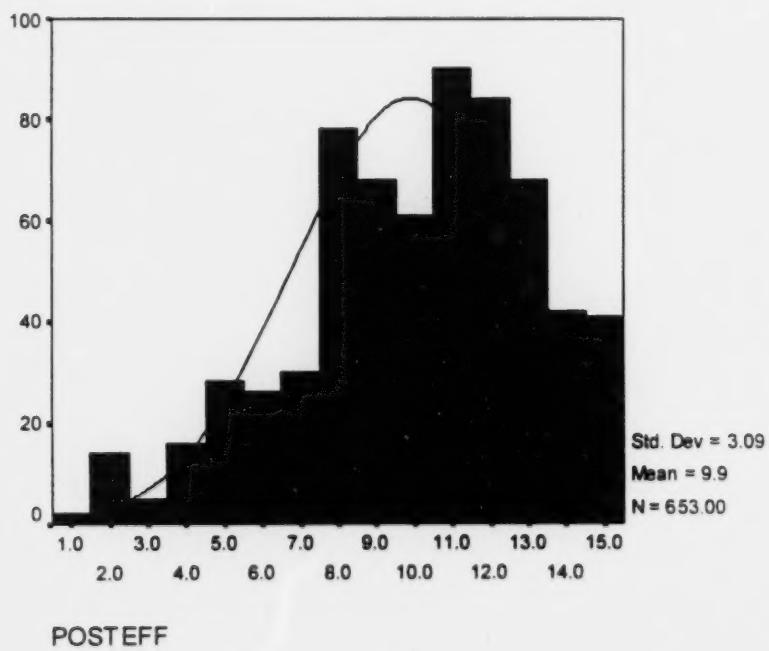
Graph 6 Pretest Self-Efficacy Comparison to Normal Curve



Graph 7 Posttest Self-Efficacy Comparison to Normal Curve



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GENDER BREAKDOWN FOR OVERALL SELF-CONCEPT

The table denoted gender illustrates a pretest/posttest comparison between male (N - 294) and female (N - 359) participants. When analyzing pretest and posttest means, there is only a slight difference between scores. However, females demonstrated the largest gain from pretest to posttest scores (18.3663 to 19.9039) compared to males (18.3061 to 10.2449).

Under paired samples test, the two-tailed significance is .003 for the male participants and .000 for the female participants. This indicates a mean significant gain in overall self-concept for both male and female participants.

GENDER BREAKDOWN FOR OVERALL SELF-ESTEEM

The table denoted gender, postest and preest, illustrates a pretest/posttest comparison between self-esteem for male and female participants. Analysis indicates little difference between pretest and post scores. However, closer analysis reveals that female participants logged a significantly higher gain (8.9791 to 9.9109) than male participants (8.9609 to 9.4354).

Under paired samples test, the two-tailed significance is .016 for male participants and .000 for female participants. This indicates a mean significant gain in overall self-esteem for both male and female participants.

GENDER BREAKDOWN FOR OVERALL SELF-EFFICACY

The table denoted gender, posteff and preff, illustrates a pretest/posttest comparison between self-efficacy for male and female participants. Analysis indicates a greater difference between pretest and post scores. Closer analysis reveals that female participants logged a significantly higher gain (9.3607 to 9.9847) than male participants (9.2789 to 9.7891). Data also reveals that female participants scored slightly higher on pretest self-efficacy than male participants.

Under paired samples test, the two-tailed significance is .015 for male participants and .001 for female participants. This indicates a significant mean gain in overall self-efficacy for both male and female participants.

TABLES AND GRAPHS

T-Test

Paired Samples Statistics

GENDER			Mean	N	Std. Deviation	Std. Error Mean
male	Pair 1	POSTCON	19.2449	294	5.9440	.3467
		PRECON	18.3061	294	5.6487	.3294
	Pair 2	POSTEST	9.4354	294	3.3554	.1957
		PREEST	8.9609	294	3.4900	.2035
	Pair 3	POSTEFF	9.7891	294	3.0965	.1806
		PREEFF	9.2789	294	3.3043	.1927
female	Pair 1	POSTCON	19.9039	359	5.7202	.3019
		PRECON	18.3663	359	5.5819	.2946
	Pair 2	POSTEST	9.9109	359	3.2920	.1737
		PREEST	8.9791	359	3.4840	.1839
	Pair 3	POSTEFF	9.9847	359	3.0791	.1625
		PREEFF	9.3607	359	3.3651	.1776

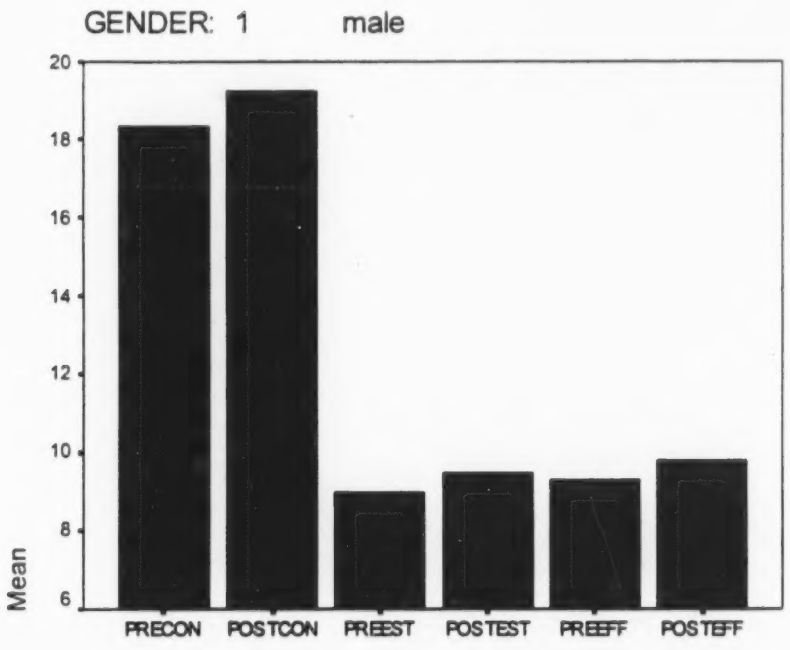
Paired Samples Test

			Paired Differences					
						95% Confidence Interval of the Difference		
GENDER			Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t
male	Pair 1	POSTCON - PRECON	.9388	5.3736	.3134	.3220	1.5556	2.996
	Pair 2	POSTEST - PREEST	.4745	3.3423	.1949	9.086E-02	.8581	2.434
	Pair 3	POSTEFF - PREEFF	.5102	3.5713	.2083	.1003	.9201	2.450
female	Pair 1	POSTCON - PRECON	1.5376	5.5176	.2912	.9649	2.1103	5.280
	Pair 2	POSTEST - PREEST	.9318	3.4589	.1826	.5727	1.2908	5.104
	Pair 3	POSTEFF - PREEFF	.6240	3.6495	.1926	.2452	1.0028	3.239

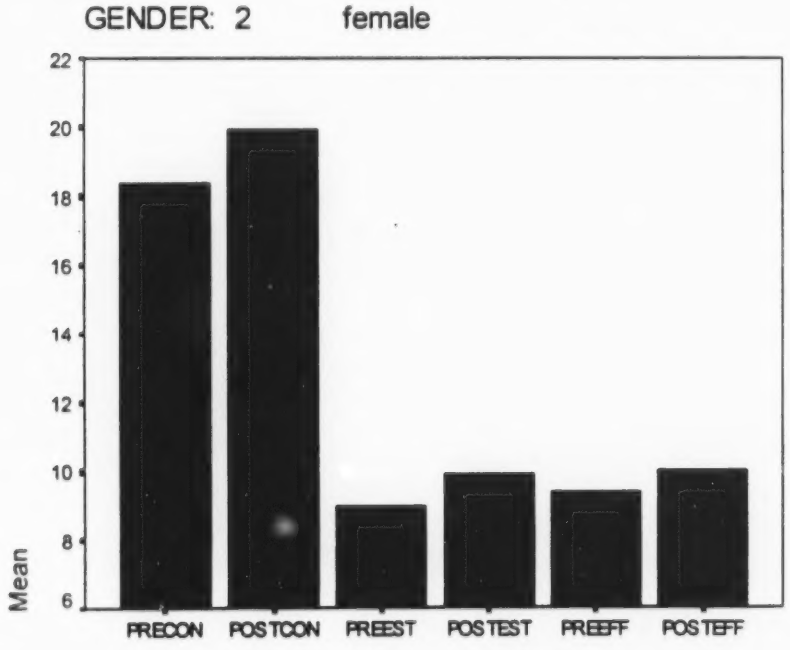
Paired Samples Test

GENDER			df	Sig. (2-tailed)
male	Pair 1	POSTCON - PRECON	293	.003
	Pair 2	POSTEST - PREEST	293	.016
	Pair 3	POSTEFF - PREEFF	293	.015
female	Pair 1	POSTCON - PRECON	358	.000
	Pair 2	POSTEST - PREEST	358	.000
	Pair 3	POSTEFF - PREEFF	358	.001

Graph 8 Gender Comparison with Self-Concept, Self-Esteem and Self-Efficacy



Graph 9 Gender Comparison with Self-Concept, Self-Esteem and Self-Efficacy



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RACE BREAKDOWN FOR OVERALL SELF-CONCEPT

The table denoted as race, postcon and precon, illustrates a pretest/posttest comparison among six different categories of national origin. Total N for each nationality is provided along with mean pretest and posttest scores (Caucasian and African American participants made up the majority population). Analysis indicates that, on pretest scores, Caucasian participants scored less than all other participants and that Hispanic participants, although containing a far less number, logged the greatest mean gain in scores (3.1112).

Under paired samples test, the two-tailed significance is .000 for Caucasian participants, .023 for African American participants, .004 for Asian participants and .005 for Hispanic participants. . This indicates that each of these nationalities produced mean significant gains in overall self-concept (numbers were too small for Native American and "Other" to make accurate and valid assessments).

RACE BREAKDOWN FOR OVERALL SELF-ESTEEM

The table denoted as race, postest and preest, illustrates a pretest/post comparison among the six nationalities in regard to the self-esteem element. Hispanic participants logged the greatest mean gain (8.7963 to 11.5370).

Under the paired samples test, the two-tailed significance is .000 for Caucasian participants, .005 for African American participants, .371 for Asian participants, and .000 for Hispanic participants. This indicates that each of these categories experienced a mean gain in self-esteem. The non-significant mean gain for Asian participants indicates that Asian students already have a good-opinion of self (numbers for Native American, and "Other" participants were too small to make accurate and valid assessments).

RACE BREAKDOWN FOR OVERALL SELF-EFFICACY

The table denoted as race, posteff and preeff, illustrates a pretest/posttest comparison among the six nationalities in regard to the self-efficacy element. In this component, each category logged overall gains with Asian participants experiencing the greatest mean gain in scores (8.8587 to 11.1413). This indicates that, although they have a good opinion of self, they are entering a strange environment where they perceive themselves as outsiders of the school system. However, after the twelve-week program, this fear seemed to subside.

Under paired samples test, two-tailed significance is .000 for Caucasian participants, .400 for African American participants, .000 for Asian participants and .635 for Hispanic participants. This indicates that the "I LIKE ME!" program helped Caucasian and Asian participants develop a greater appreciation for learning during the twelve-week program.

TABLES AND GRAPHS

T-Test

Paired Samples Statistics

RACE			Mean	N	Std. Deviation	Std. Error Mean
Caucasian	Pair 1	POSTCON	19.1960	199	5.9428	.4213
		PRECON	17.3643	199	5.6541	.4008
	Pair 2	POSTEST	9.4221	199	3.2008	.2269
		PREEST	8.4950	199	3.3250	.2357
	Pair 3	POSTEFF	9.7613	199	3.3021	.2341
		PREEFF	8.8040	199	3.5294	.2502
African Am.	Pair 1	POSTCON	19.4565	356	5.9839	.3171
		PRECON	18.8090	356	5.5493	.2941
	Pair 2	POSTEST	9.6461	356	3.4890	.1849
		PREEST	9.1447	356	3.5293	.1871
	Pair 3	POSTEFF	9.7921	356	3.0900	.1638
		PREEFF	9.6278	356	3.2938	.1746
Asian	Pair 1	POSTCON	21.6957	46	3.8737	.5711
		PRECON	18.9783	46	5.4944	.8101
	Pair 2	POSTEST	10.5543	46	2.2687	.3345
		PREEST	10.0326	46	3.4567	.5097
	Pair 3	POSTEFF	11.1413	46	2.1951	.3237
		PREEFF	8.8587	46	3.0581	.4509
Nativ Am	Pair 1	POSTCON	18.7353	17	2.9215	.7086
		PRECON	17.3824	17	4.2630	1.0339
	Pair 2	POSTEST	9.3529	17	1.4336	.3477
		PREEST	8.2647	17	2.6227	.6361
	Pair 3	POSTEFF	9.3824	17	1.7900	.4341
		PREEFF	9.1176	17	2.1761	.5278
Hispanic	Pair 1	POSTCON	21.7593	27	5.7116	1.0992
		PRECON	18.6481	27	5.7810	1.1125
	Pair 2	POSTEST	11.5370	27	3.3048	.6360
		PREEST	8.7963	27	3.6302	.6986
	Pair 3	POSTEFF	10.2222	27	3.0988	.5964
		PREEFF	9.8889	27	3.1845	.6129
Other	Pair 1	POSTCON	19.1250	8	7.4582	2.6369
		PRECON	19.0000	8	7.7090	2.7255
	Pair 2	POSTEST	8.3750	8	4.7716	1.6870
		PREEST	9.0625	8	5.2945	1.8719
	Pair 3	POSTEFF	10.7500	8	2.7124	.9590
		PREEFF	9.9375	8	3.0988	1.0956

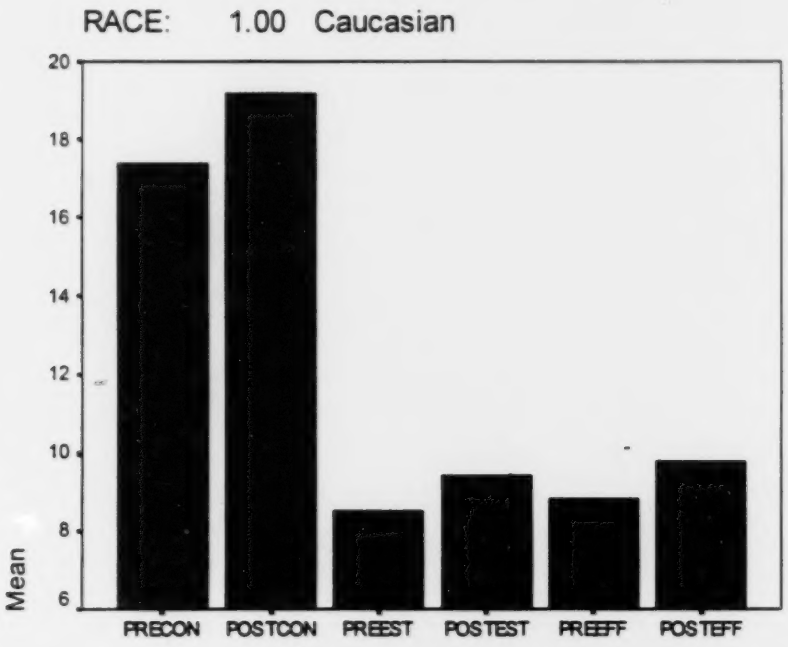
Paired Samples Test

RACE			Paired Differences					t
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
						Lower	Upper	
Caucasian	Pair 1	POSTCON - PRECON	1.8317	5.4607	.3871	1.0683	2.5950	4.732
	Pair 2	POSTEST - PREEST	.9271	3.3648	.2385	.4568	1.3975	3.887
	Pair 3	POSTEFF - PREEFF	.9573	3.4992	.2481	.4681	1.4464	3.859
African Am.	Pair 1	POSTCON - PRECON	.6475	5.3338	.2827	9.151E-02	1.2034	2.290
	Pair 2	POSTEST - PREEST	.5014	3.3402	.1770	.1532	.8496	2.832
	Pair 3	POSTEFF - PREEFF	.1643	3.6812	.1951	-.2194	.5480	.842
Asian	Pair 1	POSTCON - PRECON	2.7174	6.1216	.9026	.8995	4.5353	3.011
	Pair 2	POSTEST - PREEST	.5217	3.9129	.5769	-.6402	1.6837	.904
	Pair 3	POSTEFF - PREEFF	2.2826	3.4668	.5111	1.2531	3.3121	4.466
Nativ Am	Pair 1	POSTCON - PRECON	1.3529	5.3903	1.3073	-1.4185	4.1244	1.035
	Pair 2	POSTEST - PREEST	1.0882	3.4561	.8382	-.6887	2.8652	1.298
	Pair 3	POSTEFF - PREEFF	.2647	2.6405	.6404	-1.0929	1.6223	.413
Hispanic	Pair 1	POSTCON - PRECON	3.1111	5.2171	1.0040	1.0473	5.1749	3.099
	Pair 2	POSTEST - PREEST	2.7407	3.2886	.6329	1.4398	4.0417	4.331
	Pair 3	POSTEFF - PREEFF	.3333	3.6109	.6949	-1.0951	1.7618	.480
Other	Pair 1	POSTCON - PRECON	.1250	4.7113	1.6657	-3.8138	4.0638	.075
	Pair 2	POSTEST - PREEST	-.6875	3.1728	1.1218	-3.3401	1.9651	-.613
	Pair 3	POSTEFF - PREEFF	.8125	2.7767	.9817	-1.5088	3.1338	.828

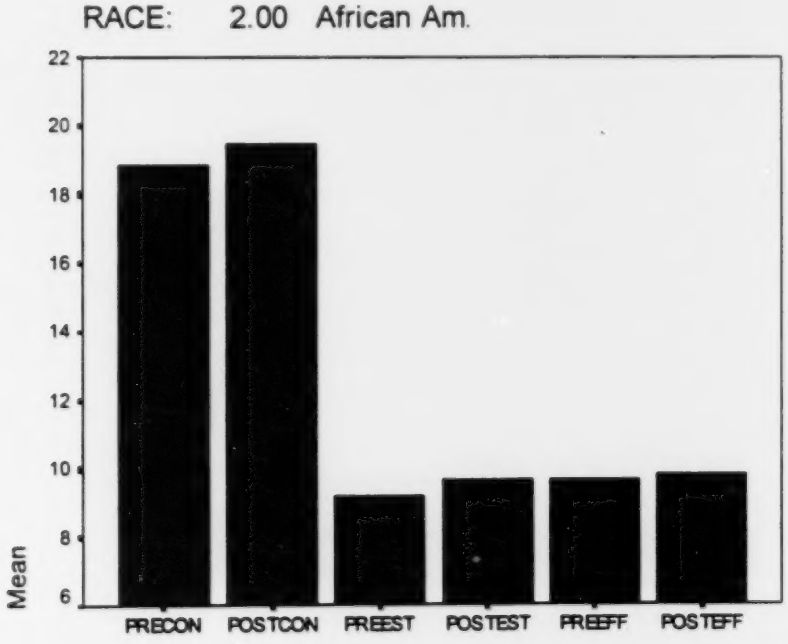
Paired Samples Test

RACE			df	Sig. (2-tailed)
Caucasian	Pair 1	POSTCON - PRECON	198	.000
	Pair 2	POSTEST - PREEST	198	.000
	Pair 3	POSTEFF - PREEFF	198	.000
African Am.	Pair 1	POSTCON - PRECON	355	.023
	Pair 2	POSTEST - PREEST	355	.005
	Pair 3	POSTEFF - PREEFF	355	.400
Asian	Pair 1	POSTCON - PRECON	45	.004
	Pair 2	POSTEST - PREEST	45	.371
	Pair 3	POSTEFF - PREEFF	45	.000
Nativ Am	Pair 1	POSTCON - PRECON	16	.316
	Pair 2	POSTEST - PREEST	16	.213
	Pair 3	POSTEFF - PREEFF	16	.685
Hispanic	Pair 1	POSTCON - PRECON	26	.005
	Pair 2	POSTEST - PREEST	26	.000
	Pair 3	POSTEFF - PREEFF	26	.635
Other	Pair 1	POSTCON - PRECON	7	.942
	Pair 2	POSTEST - PREEST	7	.559
	Pair 3	POSTEFF - PREEFF	7	.435

Graph 10 Race Comparison with Self-Concept, Self-Esteem and Self-Efficacy



Graph 11 Race Comparison with Self-Concept, Self-Esteem and Self-Efficacy



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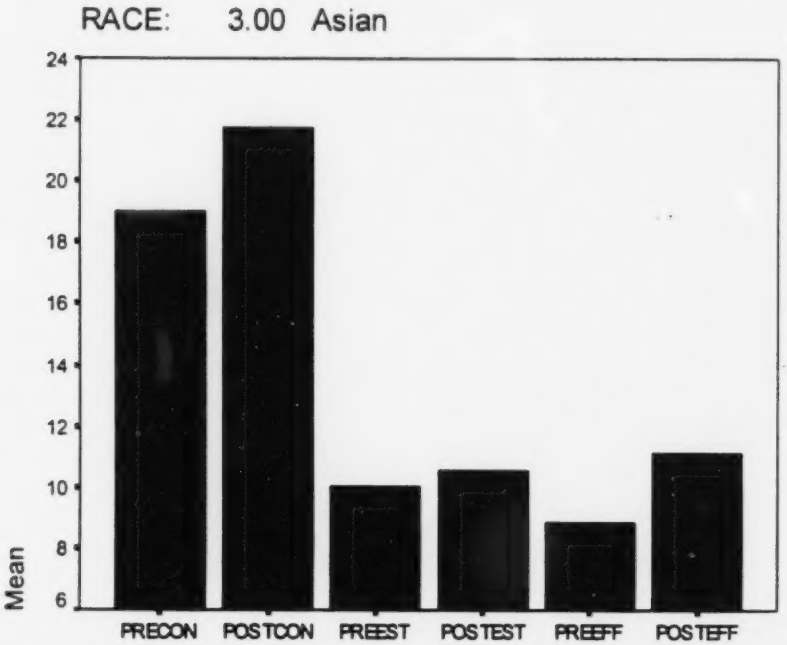
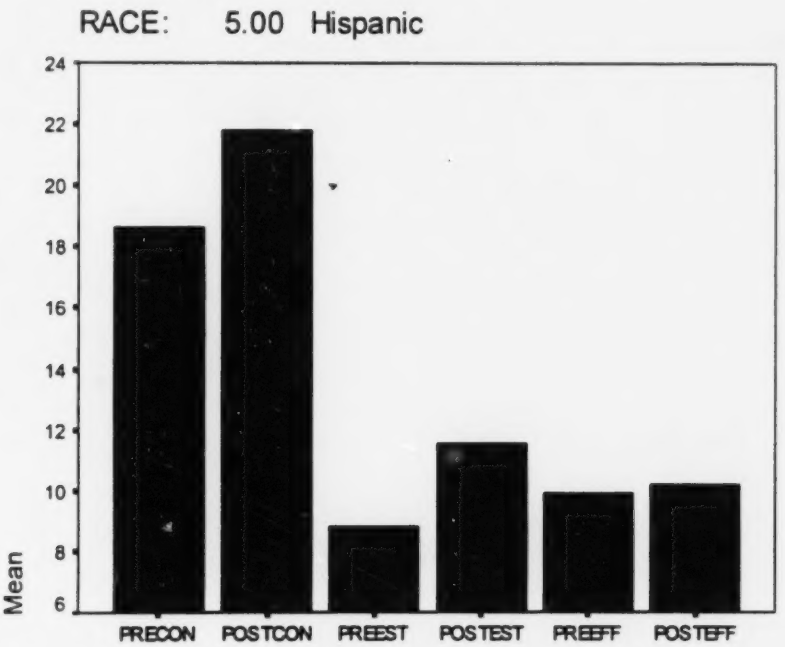
Graph 12 Race Comparison with Self-Concept, Self-Esteem and Self-Efficacy



Graph 13 Race Comparison with Self-Concept, Self-Esteem and Self-Efficacy



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SES BREAKDOWN FOR OVERALL SELF-CONCEPT

This category represents the social-economic status (SES) of each participant and is expressed by each respective child being classified in a free lunch, reduced lunch, or regular lunch (norm) category.

The table denoted SES, postcon and precon, illustrates a pretest/posttest comparison among the three SES categories (total N for each category is provided along with mean pretest and posttest scores. Analysis indicates that participants in the "free lunch" category experienced the greatest mean gain in overall self-concept (18.5568 to 20.4659).

Under paired samples test, the two-tailed significance is .000 for the "free lunch" category, .038 for "reduced lunch" category, and .045 for the "regular lunch" category. Mean significant gains in overall self-concept were observed in each of the SES categories. This indicates that SES is <u>not</u> a determining factor in the overall impact of the "I LIKE ME!" program -- each category experiences positive growth regardless of SES level.

SES BREAKDOWN FOR OVERALL SELF-ESTEEM

The table denoted SES, postest and preest, illustrates a pretest/posttest comparison among the three SES categories in regards to the self-esteem element. The category "reduced" produced the lowest mean pretest score (8.4980) but the category "free" produced the greatest mean pretest/posttest gain (.9659).

Under paired samples test, two-tailed significance is .000 for the "free lunch" category, .013 for the "reduced lunch" category, and .052 for the "regular lunch" category. Analysis indicates that free and reduced categories exhibited significant gains in mean pretest/posttest scores for the self-esteem element while the regular (norm) category did not.

SES BREAKDOWN FOR OVERALL SELF-EFICACY

The table denoted SES, posteff and preeff, illustrates a pretest/posttest comparison among the three SES categories in regards to the self-efficacy element. In this table, the category "reduced" again produced the lowest mean pretest score (8.8760) with the category "free" experiencing the greatest mean pretest/posttest gain (.9166).

Under paired samples test, two-tailed significance is .000 for the "free lunch" category, .139 for the "reduced lunch" category, and .346 for the "regular lunch" category. Analysis indicates that, although each of the SES categories experienced overall mean gains in pretest/posttest scores, only the "free" category was deemed to be statistically significant for the self-efficacy element.

SUMMARY

Results of this analysis indicate that the self-esteem element has a far greater impact on overall self-concept growth in "free" and "reduced" categories than the self-efficacy element in kindergarten-age children when SES in considered. Also, SES has no bearing on the positive impact of overall self-concept -- children in each of the SES categories experienced overall growth.

TABLES AND GRAPHS

T-Test

Paired Samples Statistics

SES			Mean	N	Std. Deviation	Std. Error Mean
free	Pair 1	POSTCON	20.4659	264	5.6754	.3493
		PRECON	18.5568	264	5.5019	.3386
	Pair 2	POSTEST	10.0303	264	3.3285	.2049
		PREEST	9.0644	264	3.5433	.2181
	Pair 3	POSTEFF	10.4242	264	2.9501	.1816
		PREEFF	9.5076	264	3.0085	.1852
reduced	Pair 1	POSTCON	18.3080	250	5.6378	.3566
		PRECON	17.5600	250	5.5338	.3500
	Pair 2	POSTEST	9.0700	250	3.1588	.1998
		PREEST	8.4980	250	3.3848	.2141
	Pair 3	POSTEFF	9.2240	250	3.0313	.1917
		PREEFF	8.8760	250	3.3782	.2137
norm	Pair 1	POSTCON	20.3129	139	6.0581	.5138
		PRECON	19.3273	139	5.7847	.4907
	Pair 2	POSTEST	10.1906	139	3.4633	.2938
		PREEST	9.6439	139	3.4459	.2923
	Pair 3	POSTEFF	10.1043	139	3.2306	.2740
		PREEFF	9.7806	139	3.7533	.3184

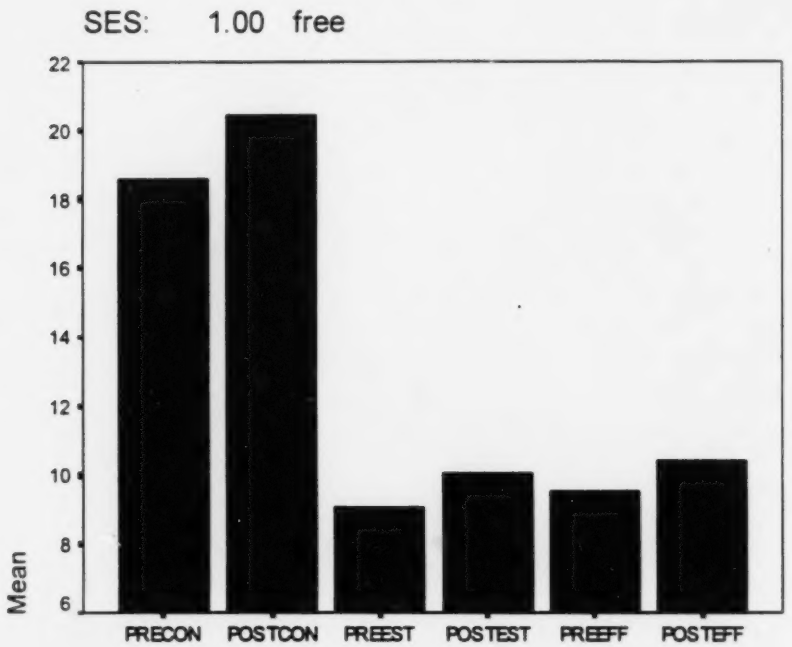
Paired Samples Test

SES			Paired Differences					t
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	
free	Pair 1	POSTCON - PRECON	1.9091	5.0337	.3098	1.2991	2.5191	6.162
	Pair 2	POSTEST - PREEST	.9659	3.2877	.2023	.5675	1.3643	4.774
	Pair 3	POSTEFF - PREEFF	.9167	3.2528	.2002	.5225	1.3109	4.579
reduced	Pair 1	POSTCON - PRECON	.7480	5.6707	.3586	4.163E-02	1.4544	2.086
	Pair 2	POSTEST - PREEST	.5720	3.6037	.2279	.1231	1.0209	2.510
	Pair 3	POSTEFF - PREEFF	.3480	3.7097	.2346	-.1141	.8101	1.483
norm	Pair 1	POSTCON - PRECON	.9856	5.7477	.4875	2.165E-02	1.9496	2.022
	Pair 2	POSTEST - PREEST	.5468	3.2836	.2785	-3.94E-03	1.0975	1.963
	Pair 3	POSTEFF - PREEFF	.3237	4.0338	.3421	-.3528	1.0003	.946

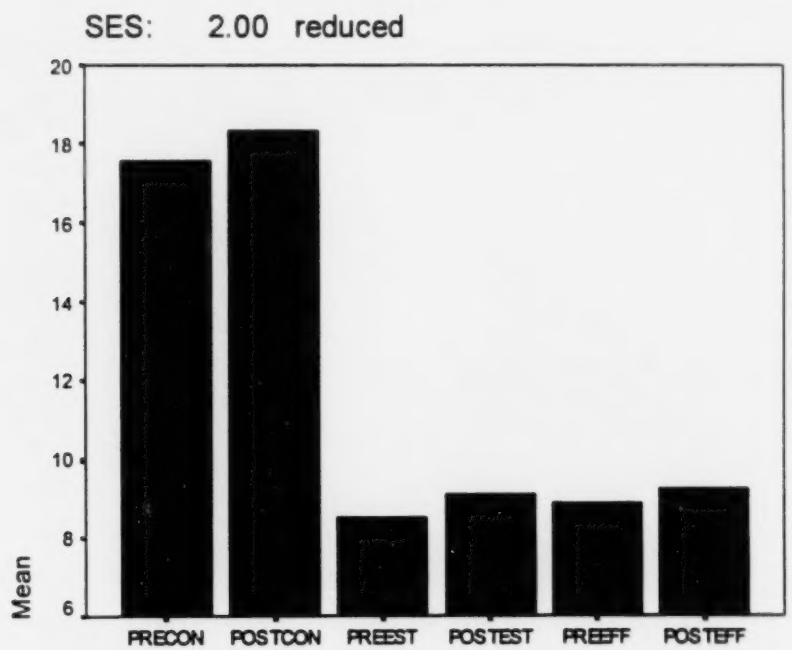
Paired Samples Test

SES			df	Sig. (2-tailed)
free	Pair 1	POSTCON - PRECON	263	.000
	Pair 2	POSTEST - PREEST	263	.000
	Pair 3	POSTEFF - PREEFF	263	.000
reduced	Pair 1	POSTCON - PRECON	249	.038
	Pair 2	POSTEST - PREEST	249	.013
	Pair 3	POSTEFF - PREEFF	249	.139
norm	Pair 1	POSTCON - PRECON	138	.045
	Pair 2	POSTEST - PREEST	138	.052
	Pair 3	POSTEFF - PREEFF	138	.346

Graph 14 SES Comparison with Self-Concept, Self-Esteem and Self-Efficacy



Graph 15 SES Comparison with Self-Concept, Self-Esteem and Self-Efficacy



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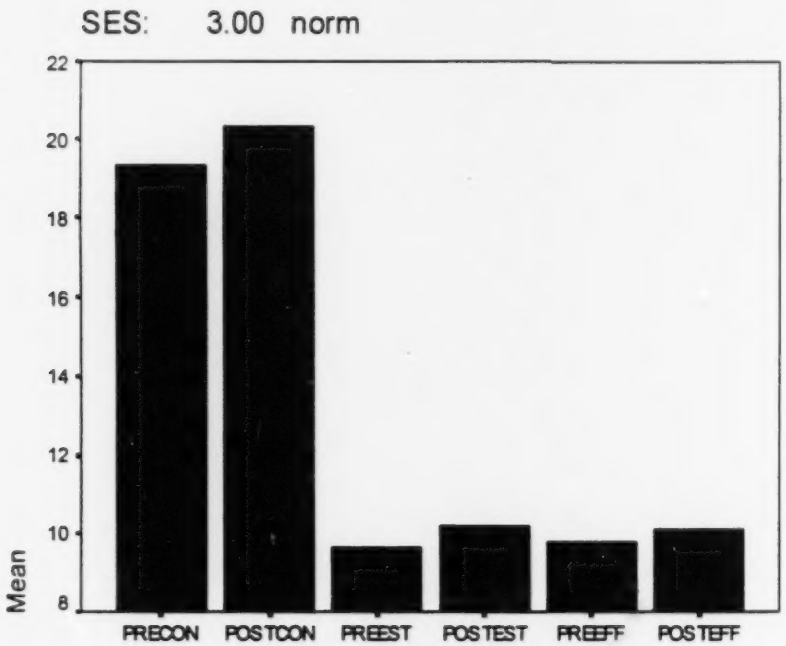
Graph 16 SES Comparison with Self-Concept, Self-Esteem and Self-Efficacy



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PART II

CONTROL/EXPERIMENTAL DESIGN WITH PRETEST/POSTTEST ANALYSIS

RESEARCH DESIGN AND INSTRUMENTATION

This study utilized a control/experimental design involving the "I LIKE ME!" personalized reader and the 12-week program outline. Three control groups and one experimental group were used in a double-blind experiment to determine the impact of the "I LIKE ME!" program across different testing situations. Pretest/posttest data from each group were collected by respective teachers and then analyzed using a Dependent T (Paired-Samples T) test. Final analysis partitioned out each group for pretest/posttest comparison.

After analysis, appropriate groups were identified as to their experimental condition. After identification, each of the four groups was classified as A-D and data re-ran with appropriate labels. The identified groups were as follows:

- *Group A included students who did not receive the personalized reader;
- *Group B included students who received an "I LIKE ME!" personalized reader, but received no instruction or guidelines;
- *Group C included students who received an "I LIKE ME!" reader and the teacher utilized the provided program periodically through the 12-weeks of testing;
- *Group D included students who received an "I LIKE ME!" reader and the teacher utilized the 12-week program as designed.

Each group was given a pretest using the DeMoulin Self-Concept Developmental Scale (DSCDS). The DSCDS is a diagnostic instrument that provides a comprehensive and systematic analysis of an individual child's self-concept. The 30-point scale is subdivided into two 15-point scales: 1) self-efficacy (sensitivity toward school); and 2) self-esteem (sensitivity toward self) elements. Construct validity was established through Principal component Factor Analysis (orthogonal rotation). Alpha coefficients (internal reliability) ranged from .79 to .91 across the primary and secondary measures with no significant differences related to gender, age, or other role-defining conditions.

The information is obtained from three sources: 1) the child; 2) the teacher of the child; and 3) the parent/guardian of the child. Questions across these three sources are compatible with one another, e.g., question one of the kindergartners' instrument measures the same construct as question one of the teachers' and parents' instruments, and so on. Final results are analyzed separately and then synthesized into an overall self-concept composite. It is the overall composite score that is reported in this summary.

Scores that fall at or below 15 on the overall self-concept scale are considered to be in the "zone-of-concern" region and should be analyzed more closely to determine appropriate renewal measures. On each of the self-efficacy and self-esteem sub-scales, scores that fall at or below six are considered to be in the "zone-of-concern" region and should be analyzed to determine the effect each has on the overall self-concept scale.

In this cumulative analysis, pretest and posttest data from 93 kindergartners have been collected and analyzed through the use of a Dependent T test. Data judged to be usable broke down as follows: Group A - 22; Group B - 23; Group C - 22; Group D - 21. Each participating kindergartner, teacher, and parent/guardian from each group was administered the DSCDS as a pretest at approximately the same time. After administration, participating teachers decided which group they would be and then used (or not used) the "I LIKE ME!" program in that group as determined. At the conclusion of the initial 12-week period, the entire instrumentation process was repeated and the data analyzed to determine the impact of the program on mean self-concept standing in each of the groups.

SUMMARY OF TABLES

RESEARCH PURPOSE

The purpose of this research was to determine the impact of the 12-week, continuous study within the "I LIKE ME!" program. Three control groups and one experimental group were used to evaluate self-concept improvement within the prescribed 12-week format.

RESEARCH OUTCOMES FOR OVERALL SELF-CONCEPT

Data from the table "Paired Samples Statistics" denote pretest/posttest means for each of the four groups involved in this study. Data reveal that Groups A (16.7955) and D (16.5476) had similar pretest mean scores in overall self-concept. Group B was identified as having the highest mean pretest score for overall self-concept (19.6304) and Group C had the second highest mean pretest score (18.9091). All mean pretest scores are located in the "good" range of the DSCDS test.

Although each group displayed mean gains in pretest/posttest scores, only the gain identified in Group D (utilization of the 12-week program on a continual basis) was considered statistically significant ($P \leq .05$). All others were deemed to be statistically non-significant ($P > .05$) as reported in the "Paired Samples Test" for Postcon and Precon.

Results suggest that kindergartners who are exposed to the 12-week, "I LIKE ME!" program on a continual basis, demonstrate a much greater benefit in overall self-concept than kindergartners: 1) who do not receive the personalized reader, 2) who receive the personalized reader, but no instruction or involvement, or 3) who receive periodic or non-routine exposure.

RESEARCH OUTCOMES FOR THE SELF-ESTEEM ELEMENT

The table postest and preest under Paired Samples Statistics represents pretest/posttest descriptors of the self-esteem element. Data revealed that each of the pretest scores fell within the "good" region of the DSCDS test with all four groups experiencing mean gains in self-esteem.

Under the table "Paired Samples Test", analysis of the self-esteem element indicates significant gains ($P \leq .05$) for both Group C and Group D and non-significant gains for Groups A and B ($P > .05$). Analysis indicates that kindergartners who are exposed to the "I LIKE ME!" program either on a continual basis or on a periodic instructional basis experienced a significant improvement in their self-esteem within overall self-concept. Analysis further indicates that kindergartners who do not receive the "I LIKE ME!" personalized reader/program or who are not given any formal instruction do not enjoy significant self-esteem growth.

RESEARCH OUTCOMES FOR THE SELF-EFFICACY ELEMENT

The table posteff and preeff under Paired Samples Statistics represents pretest/posttest descriptors of the self-efficacy element. Data revealed that each of the pretest scores fell within the "good" region of the DSCDS with mean pretest scores being the lowest for Group A (8.9545) and the highest for Group B (9.8261).

Data also revealed that Group B and Group C actually experienced a slight decline in their self-efficacy scores (sensitivity toward school) while Group A and Group D experienced a slight improvement in self-efficacy scores. None of the pretest/posttest scores were judged to be statistically significant as provided by the table "Paired Samples Test" ($P > .05$). Analysis suggests that kindergartners have a good sensitivity toward school and do not significantly change regardless of the learning stimulus, although Group D did experience the greatest mean gain (9.2143 to 9.9048).

T-Test

Paired Samples Statistics

GROUP			Mean	N	Std. Deviation	Std. Error Mean
a	Pair 1	POSTCON	17.3182	22	3.7751	.8048
		PRECON	16.7955	22	3.8811	.8275
	Pair 2	POSTEST	8.2727	22	2.2186	.4730
		PREEST	7.7955	22	2.2921	.4887
	Pair 3	POSTEFF	9.0227	22	2.8136	.5999
		PREEFF	8.9545	22	2.1707	.4628
b	Pair 1	POSTCON	20.3478	23	4.2331	.8827
		PRECON	19.6304	23	4.4752	.9331
	Pair 2	POSTEST	10.5435	23	2.4164	.5039
		PREEST	9.8043	23	2.8434	.5929
	Pair 3	POSTEFF	9.6304	23	2.4037	.5012
		PREEFF	9.8261	23	2.2694	.4732
c	Pair 1	POSTCON	19.6591	22	3.0604	.6525
		PRECON	18.9091	22	2.8770	.6134
	Pair 2	POSTEST	10.5000	22	2.2783	.4857
		PREEST	9.3182	22	1.5549	.3315
	Pair 3	POSTEFF	9.1591	22	1.6860	.3595
		PREEFF	9.5909	22	2.0623	.4397
d	Pair 1	POSTCON	21.3095	21	3.3147	.7233
		PRECON	16.5476	21	4.1015	.8950
	Pair 2	POSTEST	11.4048	21	2.2947	.5007
		PREEST	7.4762	21	2.6994	.5891
	Pair 3	POSTEFF	9.9048	21	2.8001	.6110
		PREEFF	9.2143	21	2.6104	.5696

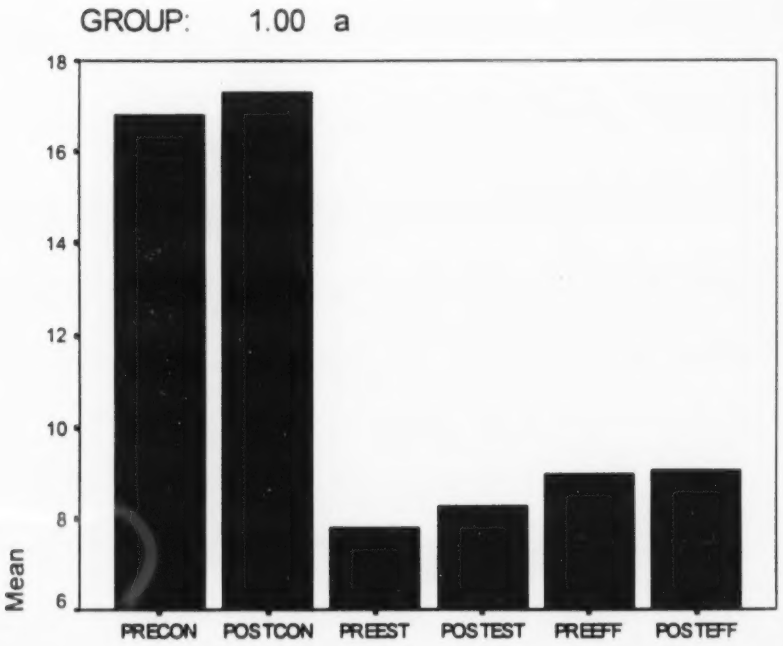
Paired Samples Test

GROUP			Paired Differences					t
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
						Lower	Upper	
a	Pair 1	POSTCON - PRECON	.5227	2.0901	.4456	-.4040	1.4494	1.173
	Pair 2	POSTEST - PREEST	.4773	2.1071	.4492	-.4570	1.4115	1.062
	Pair 3	POSTEFF - PREEFF	6.818E-02	2.7093	.5776	-1.1331	1.2694	.118
b	Pair 1	POSTCON - PRECON	.7174	2.7212	.5674	-.4594	1.8941	1.264
	Pair 2	POSTEST - PREEST	.7391	2.7422	.5718	-.4467	1.9250	1.293
	Pair 3	POSTEFF - PREEFF	-.1957	1.6007	.3338	-.8878	.4965	-.586
c	Pair 1	POSTCON - PRECON	.7500	2.6356	.5619	-.4186	1.9186	1.335
	Pair 2	POSTEST - PREEST	1.1818	2.2654	.4830	.1774	2.1862	2.447
	Pair 3	POSTEFF - PREEFF	-.4318	2.3006	.4905	-1.4518	.5882	-.880
d	Pair 1	POSTCON - PRECON	4.7619	2.0287	.4427	3.8385	5.6853	10.757
	Pair 2	POSTEST - PREEST	3.9286	2.2039	.4809	2.9254	4.9318	8.169
	Pair 3	POSTEFF - PREEFF	.6905	2.2331	.4873	-.3260	1.7070	1.417

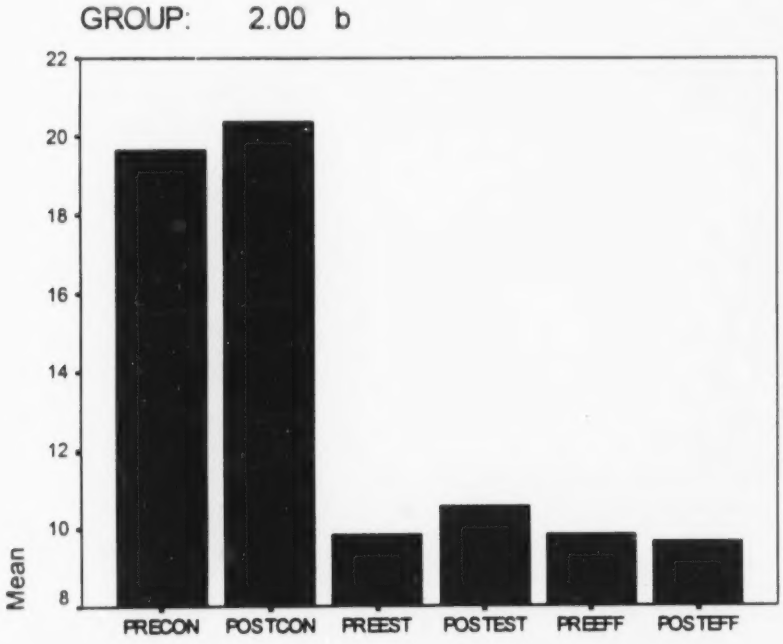
Paired Samples Test

GROUP			df	Sig (2-tailed)
a	Pair 1	POSTCON - PRECON	21	.254
	Pair 2	POSTEST - PREEST	21	.300
	Pair 3	POSTEFF - PREEFF	21	.907
b	Pair 1	POSTCON - PRECON	22	.219
	Pair 2	POSTEST - PREEST	22	.210
	Pair 3	POSTEFF - PREEFF	22	.564
c	Pair 1	POSTCON - PRECON	21	.196
	Pair 2	POSTEST - PREEST	21	.023
	Pair 3	POSTEFF - PREEFF	21	.389
d	Pair 1	POSTCON - PRECON	20	.000
	Pair 2	POSTEST - PREEST	20	.000
	Pair 3	POSTEFF - PREEFF	20	.172

Graph 17 Pre-Post Test Comparison of Self-Concept, Self-Esteem, and Self Efficacy



Graph 18 Pre-Post Test Comparison of Self-Concept, Self-Esteem, and Self Efficacy



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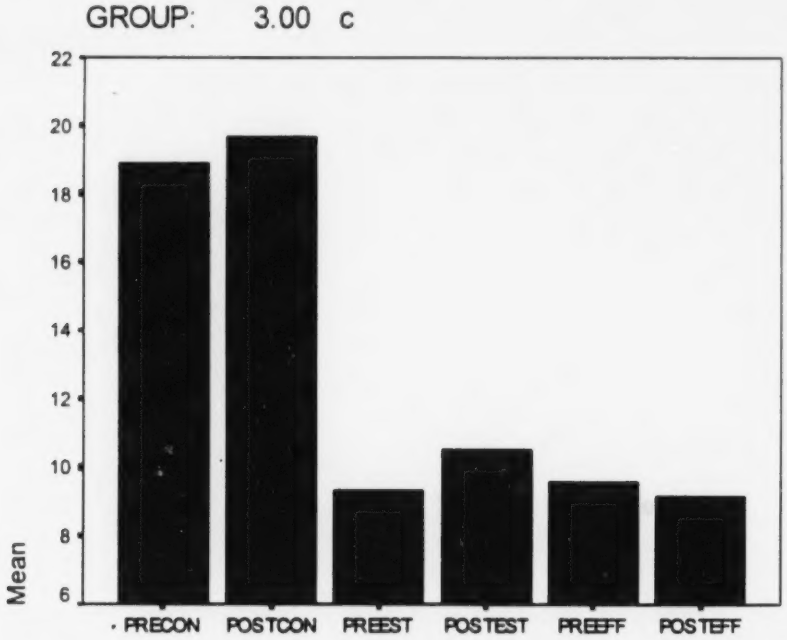
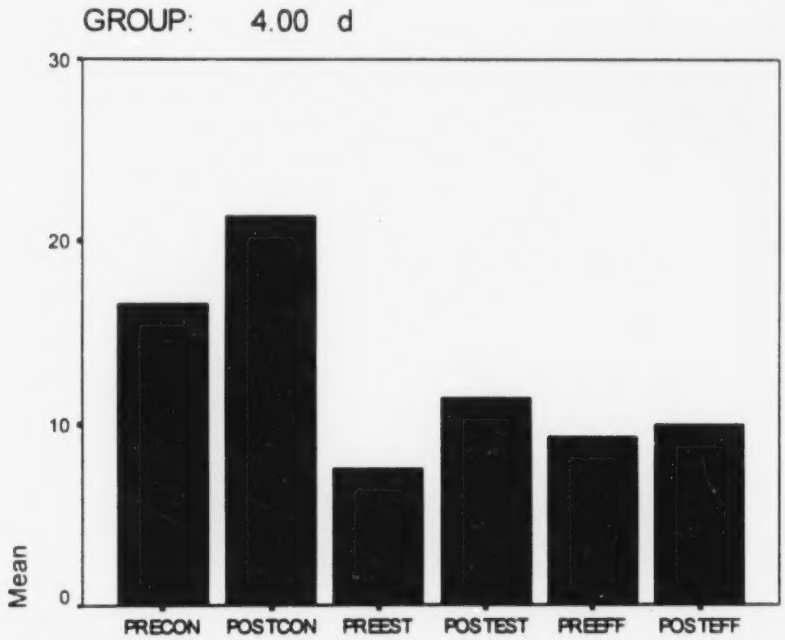
Graph 19 Pre-Post Test Comparison of Self-Concept, Self-Esteem, and Self Efficacy



Graph 20 Pre-Post Test Comparison of Self-Concept, Self-Esteem, and Self Efficacy



PART III

CONTROL/EXPERIMENTAL DESIGN FOR READING COMPREHENSION AND RECALL

RESEARCH DESIGN AND INSTRUMENTATION

This study utilized a control/experimental design involving the "I LIKE ME!" personalized reader to determine if the use of personalization impacted a kindergartner's ability to recall information from a story. Two control groups and one experimental group were used in a double-blind experiment to determine the impact of the "I LIKE ME!" program across different testing situations. One hundred and ninety-four kindergartners (101 females and 93 males) from three schools were identified to participate. Groups were randomly selected as to control or experimental conditions.

Data from each group were collected by respective teachers and then turned over to the research coordinator for analysis. Prior to analysis, data were partitioned into gender factors and then subjected to an Analysis of Variance test.

The Analysis of Variance test produces a one-way examination for a quantitative dependent variable by a single factor (independent) variable to test a hypothesis concerning several means in a study. In addition to determining mean difference, two post hoc procedures (Tukey and Scheffe') were used to determine which means differ.

After analysis, appropriate groups were identified as to their experimental condition. After identification, each of the four groups was classified as A-C and data re-ran with appropriate labels. The identified groups were as follows:

- Group A included students who were read stories that were not personalized;
- Group B included students who were read stories from an "I LIKE ME!" book (sample) but contained no personalization (blanks included name, friend #1, friend #2, teacher, etc.;
- Group C included students who were read stories from their complete, personalized "I LIKE ME!" reader.

Volunteers were identified to read selected story units to one child at a time. The time for reading the story varied slightly for each group but fell within a seven-minute timeframe--the time where the consensus of teachers determined to maintain the best attention-span for these groups of kindergarten-age children. After the story was read, 20 equivalent questions associated with each story were verbally asked to each child. The volunteer logged whether the child's response was accurate or inaccurate for each question. The final score was tallied and logged for that child in his/her respective group. When testing was compete, all scores were then subjected to an Analysis of Variance test to determine mean differences in groups. Two post hoc procedures were then performed to analyze where differences occurred.

SUMMARY OF TABLES

RESEARCH PURPOSE

The purpose of this research was to determine the impact of personalization, specifically the "I LIKE ME!" personalized reader, on a kindergartner's ability to recall information from a story. Two control groups and one experimental group were used to evaluate each child's response from stories read to them.

RESEARCH OUTCOMES FOR READING COMPREHENSION

Data from the table "descriptive statistics" reveal mean correct responses for each group. Mean correct responses for males in Group A was 8.2188 and for females, 7.7879; for males in Group B, 8.5484 and for females, 9.2941; and for males in Group C, 11.5161, and for females, 11.9714. In each group, except Group A, mean scores for female participants were slightly higher than male participants.

To determine if these mean differences among the three groups were significant, data were subjected to an Analysis of Variance test. Data from the table "ANOVA" reveals partitioned factors of male and female in this study. Analysis indicates a significant difference ($P \leq .05$) in mean scores for both male and female participants.

To determine where these differences occur, two post hoc procedures (Tykey HSD, and Scheffe') were performed. These procedures determine which means differ from one another. Results of mean comparison from the table "multiple comparisons" reveals that the mean scores from Group C (both male and female) are significantly different from the mean scores from both Group A and Group B in both the Tukey and Scheffe' post hoc procedures. Upon further analysis, no significant difference in mean scores (both male and female) is identified between Group A and Group B.

SUMMARY

Analysis of this study indicates that the use of the personalized "I LIKE ME!" reader significantly improved reading comprehension and recall in participating kindergartens when compared to kindergartners using non-personalized material. Both male and female participants benefited significantly from the use of the personalized approach.

TABLES AND GRAPHS

Descriptives

Descriptive Statistics

GROUP	GENDER		N	Minimum	Maximum	Mean	Std. Deviation
A	male	READING1	32	1.00	14.00	8.2188	3.2994
		Valid N (listwise)	32				
	female	READING1	33	.00	16.00	7.7879	4.3067
		Valid N (listwise)	33				
B	male	READING1	31	2.00	15.00	8.5484	3.2948
		Valid N (listwise)	31				
	female	READING1	34	.00	15.00	9.2941	3.7782
		Valid N (listwise)	34				
C	male	READING1	31	3.00	18.00	11.5161	4.0569
		Valid N (listwise)	31				
	female	READING1	35	2.00	19.00	11.9714	4.0255
		Valid N (listwise)	35				

Oneway

ANOVA

GENDER			Sum of Squares	df	Mean Square	F	Sig.
male	READING1	Between Groups	205.931	2	102.966	8.099	.001
		Within Groups	1156.888	91	12.713		
		Total	1362.819	93			
female	READING1	Between Groups	306.768	2	153.384	9.399	.000
		Within Groups	1615.545	99	16.319		
		Total	1922.314	101			

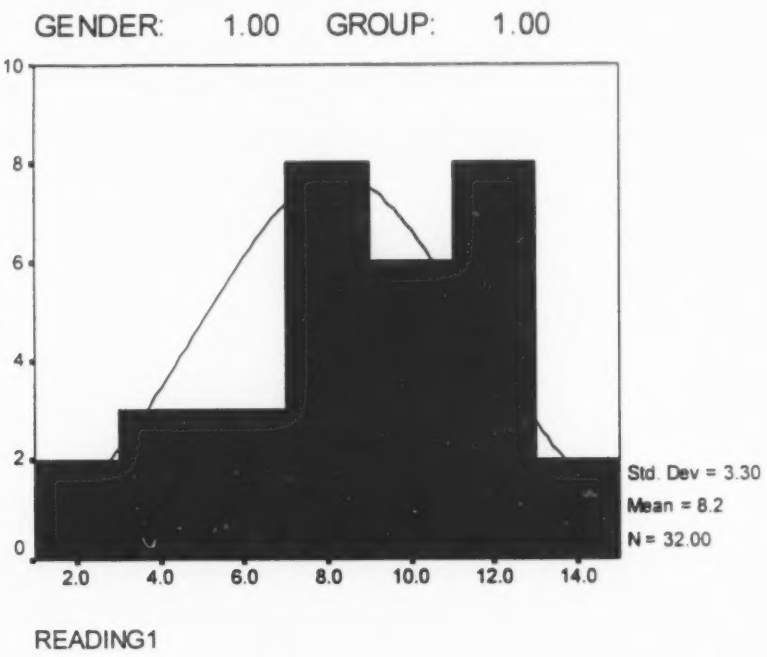
Post Hoc Tests

Multiple Comparisons

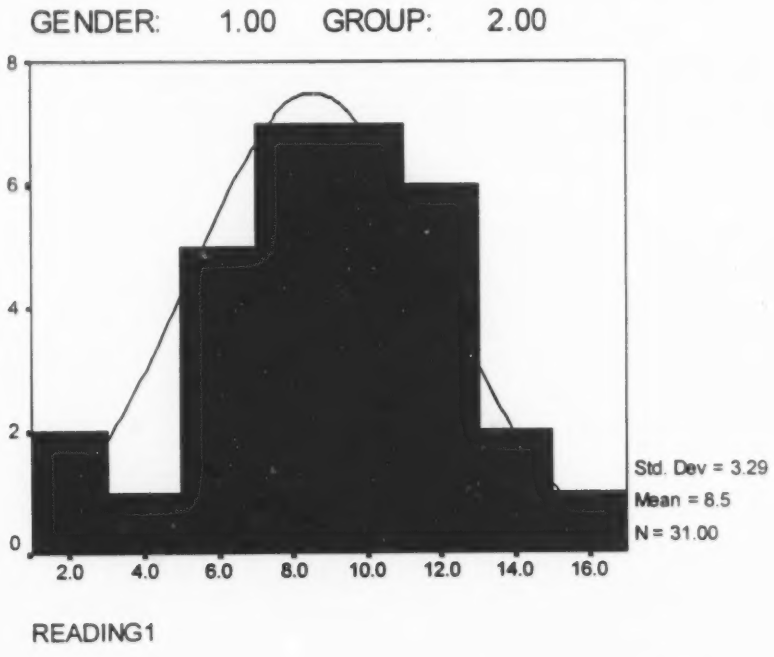
Dependent Variable: READING1

GENDER		(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
male	Tukey HSD	A	B	-.3296	.899	.929	-2.4706	1.8113
			C	-3.2974*	.899	.001	-5.4383	-1.1564
		B	A	.3296	.899	.929	-1.8113	2.4706
			C	-2.9677*	.906	.004	-5.1256	-.8099
		C	A	3.2974*	.899	.001	1.1564	5.4383
			B	2.9677*	.906	.004	.8099	5.1256
	Scheffe	A	B	-.3296	.899	.935	-2.5657	1.9065
			C	-3.2974*	.899	.002	-5.5335	-1.0613
		B	A	.3296	.899	.935	-1.9065	2.5657
			C	-2.9677*	.906	.006	-5.2215	-.7140
		C	A	3.2974*	.899	.002	1.0613	5.5335
			B	2.9677*	.906	.006	.7140	5.2215
female	Tukey HSD	A	B	-1.5062	.987	.283	-3.8551	.8427
			C	-4.1835*	.980	.000	-6.5159	-1.8512
		B	A	1.5062	.987	.283	-.8427	3.8551
			C	-2.6773*	.973	.019	-4.9919	-.3627
		C	A	4.1835*	.980	.000	1.8512	6.5159
			B	2.6773*	.973	.019	.3627	4.9919
	Scheffe	A	B	-1.5062	.987	.316	-3.9596	.9471
			C	-4.1835*	.980	.000	-6.6195	-1.7476
		B	A	1.5062	.987	.316	-.9471	3.9596
			C	-2.6773*	.973	.026	-5.0948	-.2598
		C	A	4.1835*	.980	.000	1.7476	6.6195
			B	2.6773*	.973	.026	.2598	5.0948

Graph 21 Reading Comparisons According to Gender and Group



Graph 22 Reading Comparisons According to Gender and Group



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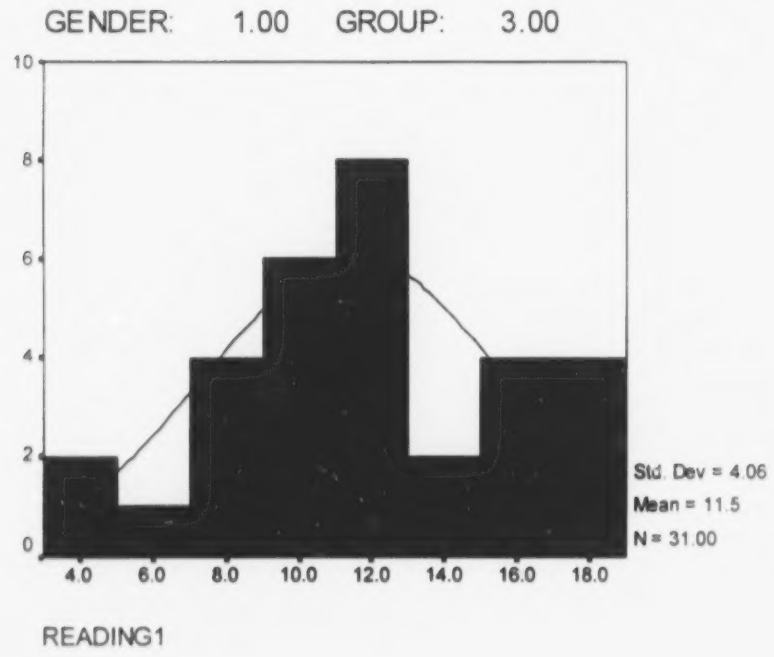
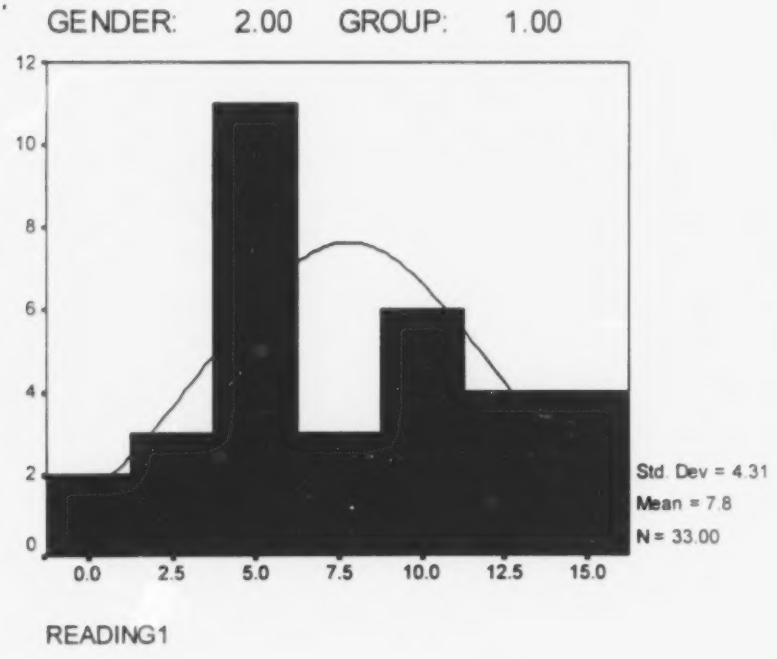
Graph 23 Reading Comparisons According to Gender and Group



Graph 24 Reading Comparisons According to Gender and Group



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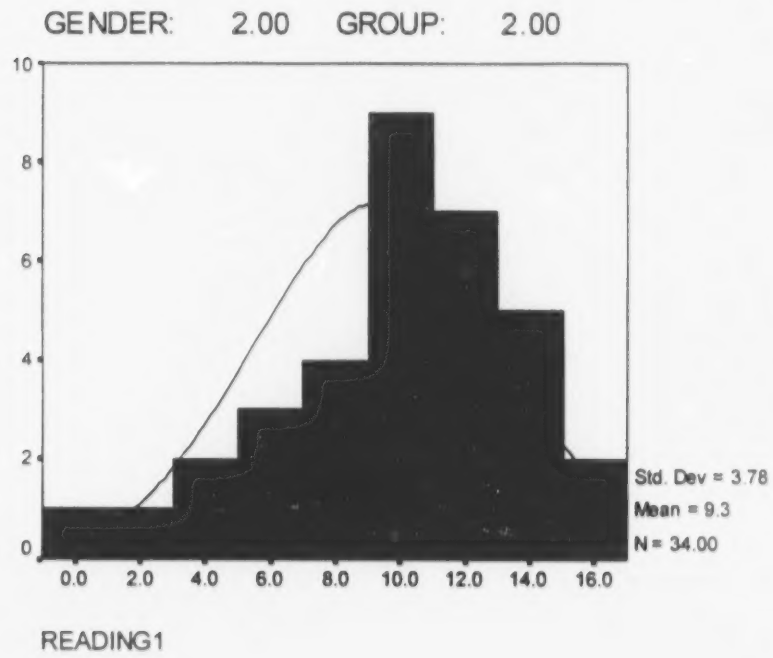
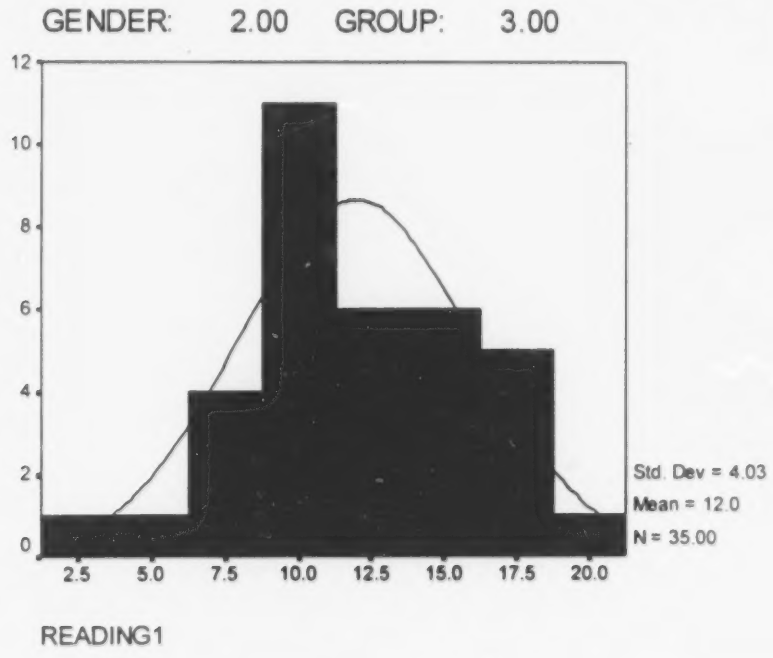
Graph 25 Reading Comparisons According to Gender and Group



Graph 26 Reading Comparisons According to Gender and Group



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PART IV

PRETEST/POSTTEST ANALYSIS OF SELF-CONCEPT AND DEVELOPMENTALLY APPROPRIATE SKILLS OF KINDERGARTNERS WITH LATE BIRTHDAYS

RESEARCH DESIGN AND INSTRUMENTATION

This study utilized the "I LIKE ME!" personalized reader and the 12-week program outline in a pretest/posttest study to determine its impact on a new Kidstart program. Kidstart is an innovative program designed to address individual developmental needs in the areas of social, physical, intellectual, and emotional maturity of children identified with late birthdays.

Fifteen students were administered the following instruments:

- DeMoulin Self-Concept Developmental Scale to determine self-concept levels;
- Developmental Skills Check List (DSC) to determine the level of maturity on a series of basic skills produced by McGraw-Hill;
- Screening Test for Educational Prerequisite Skills (STEPS) to determine information on knowledge, performance, and attitudes based on Dr. Robert Gagne's five capabilities for learning produced by Western Psychological Services.

Scores from the DSCDS were synthesized into an overall composite for comparison. Scores from the 30 items of the DSC, three personal observations for readiness, and the 14 measures of the STEPS test were transformed into Stanine scores. These scores are based on a national norm and range from 1-9 with scores 1-3 equating to below average, 4-6 equating to average, and 7-9 equating to above average. The following six categories were measured:

- Mathematical Concepts and Operations
- Language
- Memory
- Auditory
- Print Concepts
- Total Prereading

At the end of the initial testing period, posttest scores were collected and then analyzed with pretest scores utilizing the Dependent T test to examine gains in mean scores. Although the number of participants in this study was small (N - 15), results will prove beneficial in designing appropriate and meaningful readiness activities for developmentally delayed students, especially for Head Start programs in education, health, parental involvement and social services, and especially for the National Association for the Education of Young Children (NAEYC) whose goals are to:

- facilitate improvements in the professional practice and working conditions in the field of early childhood education;
- improve public understanding, support, and funding of high quality programs in centers, homes, and schools serving young children and their families;
- build and maintain a strong diverse and inclusive organization that enables NAEYC to achieve goals one and two.

SUMMARY OF TABLES

RESEARCH PURPOSE

The purpose of this research was to determine the impact of the 12-week, continual study within the "I LIKE ME!" program and its relationship to the improvement of developmentally delayed students based on pretest/posttest Stanine scores in the areas of Mathematical Concepts, Language, Memory, Auditory, Print Concepts, and Total Prereading.

RESEARCH OUTCOMES FOR OVERALL SELF-CONCEPT

Data from the table "Paired Samples Statistics" denote pretest/posttest means for overall self-concept. Data reveal pretest mean scores (11.5333) fell within the "zone of concern" range of the DSCDS. However, data from the table "Paired Samples Test" indicate a significant gain ($P \leq .05$) in posttest scores (17.6667) which has improved to the "good" range of the DSCDS.

Data from tables "Paired Samples Statistics" and Paired Samples Test" reveal a significant gain ($P \leq .05$) in mean scores (5.7667 to 8.2667) for the self-esteem element and in mean scores (5.7667 to 9.4000) for the self-efficacy element. Analysis indicates that the greatest overall gain was in the self-efficacy element (sensitivity toward school). This suggests that these developmentally delayed students, although experiencing a significant increase in mean self-esteem, significantly improved their attitude toward their learning environment.

Data from the tables "Paired Samples Statistics" and "Paired Samples Test" in each of the six different categories (Math, Language, Memory, Auditory, Print, and Prereading) indicate mean significant gains ($P \leq .05$) in Stanine scores for each of the six categories (Math, 3.0667 to 4.6667; Language, 2.9333 to 3.6667; Memory, 2.6000 to 3.5333; Auditory, 2.8000 to 4.7333; Print, 3.4000 to 5.1333; and Prereading, 2.8000 to 4.1333). The greatest gains were identified in the categories Auditory (ability to listen), Print Concepts (ability to write name, numbers, etc.), and Prereading (ability in basic reading skills).

SUMMARY

It appears from data analysis that the inclusion of the "I LIKE ME!" program as a supplemental teaching tool in the Kidstart curriculum is a significant component in enhancing the self-concept and readiness of developmentally delayed students. Thus, the inclusion of the "I LIKE ME!" program can provide teachers with a valuable supplemental program to aid in establishing a Developmental Appropriate Practice (DAP) and can make a significant impact on the overall readiness of students to enter the second phase of the Kidstart program--kindergarten.

TABLES AND GRAPHS

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POSTCON	17.6667	15	5.0627	1.3072
	PRECON	11.5333	15	3.5680	.9213
Pair 2	POSTEST	8.2667	15	2.7115	.7001
	PREEST	5.7667	15	2.6784	.6916
Pair 3	POSTEFF	9.4000	15	2.7787	.7175
	PREEFF	5.7667	15	2.7702	.7153
Pair 4	MATH1	3.0667	15	1.6676	.4306
	MATH2	4.6667	15	1.3973	.3608
Pair 5	LANGUAG1	2.9333	15	1.0998	.2840
	LANGUAG2	3.6667	15	1.0465	.2702
Pair 6	MEMORY1	2.6000	15	1.1832	.3055
	MEMORY2	3.5333	15	.9904	.2557
Pair 7	AUDITOR1	3.8000	15	.8619	.2225
	AUDITOR2	4.7333	15	1.2799	.3305
Pair 8	PRINTCO1	3.4000	15	1.2984	.3352
	PRINTCO2	5.1333	15	1.4573	.3763
Pair 9	PRREAD1	2.8000	15	1.1464	.2960
	PRREAD2	4.1333	15	1.1255	.2906

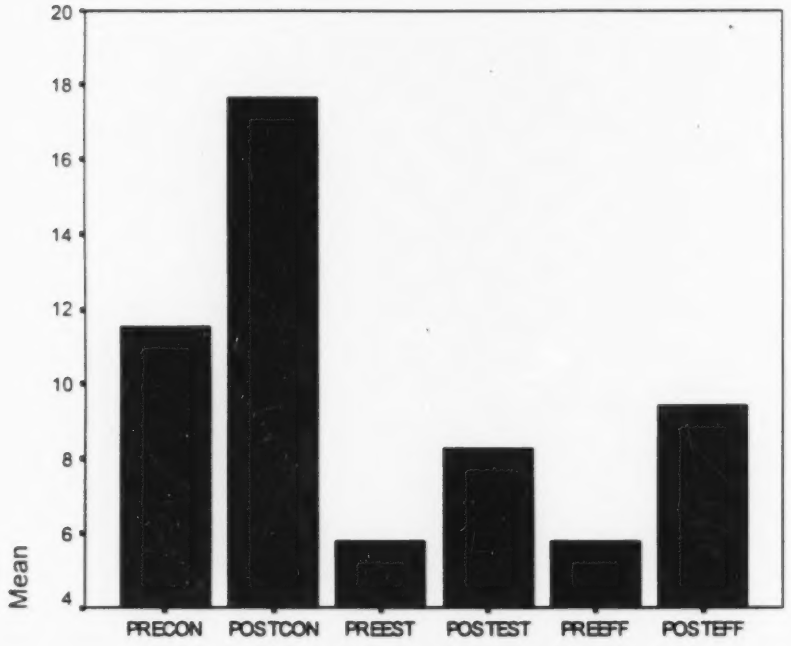
Paired Samples Test

		Paired Differences					t
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	
Pair 1	POSTCON - PRECON	6.1333	3.0146	.7784	4.4639	7.8028	7.880
Pair 2	POSTEST - PREEST	2.5000	2.6525	.6849	1.0311	3.9689	3.650
Pair 3	POSTEFF - PREEFF	3.6333	2.8124	.7262	2.0759	5.1908	5.004
Pair 4	MATH1 - MATH2	-1.6000	1.8048	.4660	-2.5994	-.6006	-3.434
Pair 5	LANGUAG1 - LANGUAG2	-.7333	1.2799	.3305	-1.4421	-2.46E-02	-2.219
Pair 6	MEMORY1 - MEMORY2	-.9333	1.4864	.3838	-1.7565	-.1102	-2.432
Pair 7	AUDITOR1 - AUDITOR2	-.9333	1.2799	.3305	-1.6421	-.2246	-2.824
Pair 8	PRINTCO1 - PRINTCO2	-1.7333	1.9445	.5021	-2.8101	-.6565	-3.452
Pair 9	PRREAD1 - PRREAD2	-1.3333	1.6330	.4216	-2.2377	-.4290	-3.162

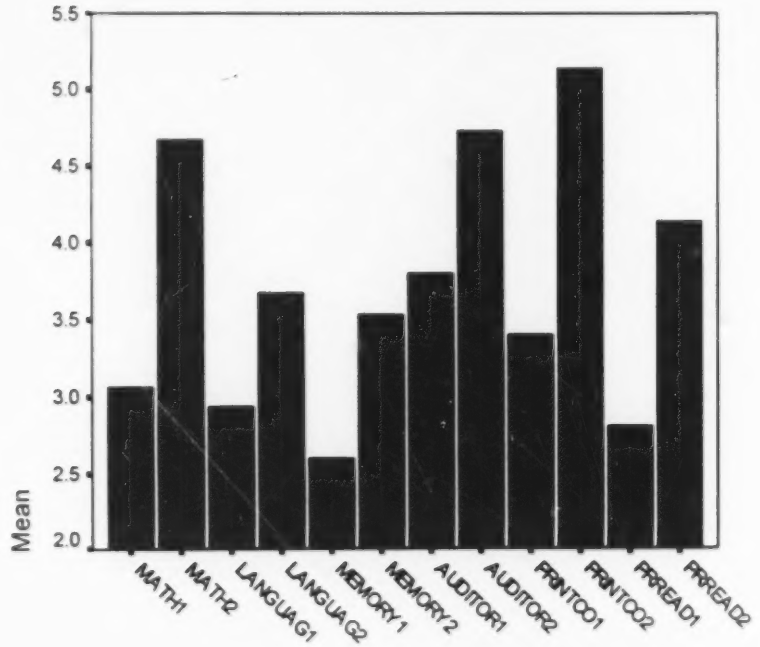
Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	POSTCON - PRECON	14	.000
Pair 2	POSTEST - PREEST	14	.003
Pair 3	POSTEFF - PREEFF	14	.000
Pair 4	MATH1 - MATH2	14	.004
Pair 5	LANGUAG1 - LANGUAG2	14	.044
Pair 6	MEMORY1 - MEMORY2	14	.029
Pair 7	AUDITOR1 - AUDITOR2	14	.014
Pair 8	PRINTCO1 - PRINTCO2	14	.004
Pair 9	PRREAD1 - PRREAD2	14	.007

Graph 27 Pre-Post Test Comparisons of Self-Concept, Self-Esteem, and Self Efficacy For Developmentally Delayed Students



Graph 28 Pre-Post Test Comparisons of Six Developmental Categories



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RELATED WORKS AND REFERENCES

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DeMoulin, D.F. (1993-1994). Reconceptualizing the self-efficacy paradigm: Analysis of an eight-year study. *EDUCATION.* 114 2 pp. 167-199.

VIDEOS FOR TRAINING AND UNDERSTANDING

Available from the International Office of the Telephone Pioneers of America (800-976-1914)

Nine-minute training video geared toward non-education audiences (chapter video filmed at Keystone, Colorado, 1997).

Nine-minute training video geared toward audiences whose career centers around education (education video filmed at Keystone, Colorado, 1997)

Nine-minute video of the Washington ceremony (filmed in Washington, DC, 1998)

Organizations working in cooperation with Kindergartners Count, Inc.:

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National Head Start Association
National Association of School Psychologists
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Teri Lee Buek serves as Executive Director
Debra Butler serves as International Program Director

I Like Me!: Enhancing Self Concept in Kindergarten-age Children Through Active School/Business Partnerships

Excerpts:
Communiqué — *Page 20*

by Donald F. DeMoulin

Since the time of William James, self-concept has been a somewhat elusive entity. Self theorists have constantly struggled to formulate a rationale that explains and predicts human behavior. Unfortunately, the struggle to operationally define self-concept has led to confusion about what it really is and how it impacts behavior.

This author has been continuously involved in research to identify attributes of self- concept since 1985. As a result, it has become clear that self-concept is not a simple construct used to identify self, but is dependent on differing combinations of complex self-efficacy and self-esteem sub-components (See DeMoulin, 1993 for comprehensive self-efficacy study).

Self-concept then becomes the sum total of *all* experiences we, as individuals, are exposed to, and the positive or negative weights we assign to each experience as determined by our self-efficacy and self-esteem. The more positive weights we assign, the more positive our self-concept; the more negative weights we assign, the more negative our self-concept; thus self concept becomes a central and critical variable in human behavior.

Impact of Self-concept on Achievement

During the effective schools research in the mid to late 1970s, surveys of educators— both teachers and administrators—demonstrated that self-concept development in children was clearly an important component in educating the whole child (Silvernail, 1979). Studies since then further indicated that student self-concept, if left without support, appears to decline as students advance in grade level (Griffore & Bianchi, 1984; Harper & Purkey, 1993; Silvernail, 1987), with the decline beginning as early as grade two (Burnett, 1993).

Added to the many frustrations associated with a child's development and growth is the escalating problem of early reading failure. According to Joanne Schrof (1996), three in four students entering fourth grade cannot meet suggested standards in reading, a statistic that does not show improvement through later grades.

If children encounter reading difficulties early, they may experience fear, anxiety and frustration from their inability to read. These three consequences may serve as powerful barriers that can seriously hinder their emotional development, inhibit their reading progress and negatively influence their attitude toward learning and behavior, while impeding the development of healthy self-concept (Marsh, 1993). Over time, this cycle of poor performance and lowered self-esteem becomes increasingly difficult to counteract (DeMoulin, 1996; Marsh, 1993).

Conclusion

Although the main emphasis of *I Like Me!* is to strengthen a child's self-concept through literacy and his/her sensitivity toward learning, a secondary emphasis is to enhance the enjoyment of reading and improve reading comprehension/memory through the use of a personalized text. Preliminary findings suggest that the *I Like Me!* program significantly increases reading comprehension and recall (memory). Further, the use of a personalized reader is motivating to kindergartners because the narratives, in many cases, mirror conditions familiar to the child. Until now, mass production of personalized texts has not been possible.

Another important by-product of the *I Like Me!* program is the opportunity to build positive interactions with the parent and child, the teacher and child, and parents and teachers while simultaneously increasing school/ community partnership and involvement—a much needed, yet many times neglected, part of a community's responsibility in education. Building a network of successful, workable home/school/community partnerships such as these can expand a student's individual potential and maximize educational and social outcomes (DeMoulin, 1996; Wheeler, 1994).

Sending a child from a warm home environment to a warm school environment maximizes the chances of reaching that child. Through a cooperative investment, these children can be given a chance to turn away from the negative influences of gangs, drugs and teen pregnancy and lean toward becoming productive members of society. The *I Like Me!* program is fast becoming a viable, supplemental tool for early intervention that stresses:

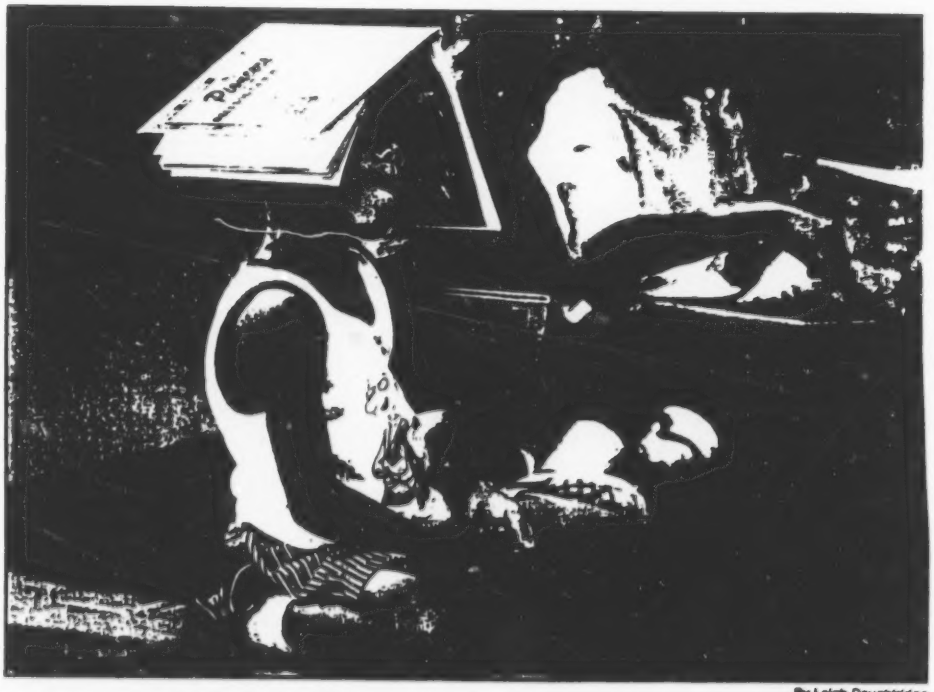
1. Getting children off to a good start in self-concept development, reading and writing;
2. Reinforcing the importance of living together in diverse communities and our diverse world;
3. Developing, enhancing, monitoring and maintaining a healthy self-concept in their critical developmental years;
4. Emphasizing the importance of good behavior and the rewards of a safe and secure learning environment and community that are associated with a proper code of conduct;
5. Reinforcing the importance of staying in school (focusing on reduction in drop-out and teen-age pregnancy rates);
6. Using local volunteers to act as mentors to students throughout the school year;
7. Increasing the quantity and quality of parent participation while emphasizing the importance and responsibility of each child's parent in child development; and
8. Actively implementing a set of common courtesies for parents, students, teachers and volunteers to practice.

Reprint granted by the National Association of School Psychologists (Communique, June '98 Issue).

www.ilikeme.org

METRO

MEMPHIS, FRIDAY, SEPTEMBER 19, 1997 THE COMMERCIAL APPEAL



By Leigh Daughtridge

Kansas Elementary first-grader Damon Griffin, 6, customizes his *I Like Me!* book even further at Thursday's announcement of a program to give each Memphis kindergartner a personalized book on healthy self-concepts.

WORKFORCE

'I Like Me!' partners team up to help city's kindergartners thrive

By Kevin McKenzie
The Commercial Appeal

One by one, future members of the Memphis workforce stepped to the shortened microphone at Kansas Street Elementary School to read from books that were uniquely theirs.

Renee Treadwell, Nakera Douglas, Fredrick Jones, Akiah Jones and Marika Roebuck were first-graders who read from books with the same title — *I Like Me!*

However, each of the multiculturally illustrated, hardcover books was special. On the pages inside, each child could read his or her own name, the names of two friends and the name of a teacher.

This year, every one of about 10,000 kindergarten students in Memphis City Schools will receive a personalized *I Like Me!* book.

The BellSouth Pioneers, a nonprofit group of active and retired BellSouth employees and their families, with 1,912 members in Memphis and 10,189 in Tennessee, are providing the volunteers for the program. The Memphis Area of Chamber of Commerce is supplying $50,000 to make it so.

Now class, if the chamber's Memphis 2005 Workforce Development initiative is paying $50,000 for 10,000 books, how much does each book cost?

Memphis City Schools Supt. Gerry House was among the officials attending the morning ceremony.

"We are very excited about the I Like Me program because it does two things," House said. "It promotes reading, and when children are reading about themselves it also enhances their self-concept."

Also among those seated at the head cafeteria tables was Vern L. Wheeler, author of the *I Like Me!* books and founder and president of Kindergartners Count Inc., a nonprofit organization in Topeka, Kan., selling the program.

Wheeler, 45, said he was a financial economist working for the Kansas state government in 1991 when his volunteer work with the Big Brothers and Big Sisters program led him to his current passion.

It was a girl about 11 years old who sternly told him that her name couldn't be in a book, because books are about important people, that persuaded him to pursue the concept, Wheeler said.

"It really was divine inspiration that said this child at this early age has a feeling that could affect the rest of her life, so I set about talking to our superintendent in Topeka," he said.

Educators and psychologists helped develop the books. Wheeler said he saw Dr. Edward Zigler, founder of Head Start and a Yale University professor, on television one day and dialed him up. Zigler gave him valuable advice, Wheeler said, and is a member of the Kindergartners Count advisory board.

The book contains the standard words kindergartners should recognize, he said, as well as ideas aimed at developing their self-concepts. The 12-week program includes a supplemental teachers guide by Dr. Donald F. DeMoulin, a professor at the University of Memphis College of Education.

Jostens Inc. Printing & Publishing Division publishes the personalized books in Topeka.

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From Page B4

Books

Following Zigler's advice, Wheeler said he is developing similar books and programs for preschoolers, first, second and third grades. Baby Bell telephone company Pioneers, like those with BellSouth, nationwide and in Canada are supporting the I Like Me program, Wheeler said.

From a first pledge of $50 by Pioneers of Southwestern Bell in Topeka, the commitment by the telephone companies' volunteers has grown. They pledge this year to help get 125,000 students with the program. The Pioneers provide a potential pool of 830,000 volunteers, Wheeler said.

"The Clinton administration wants to have paid volunteers with Americorps, and we're saying the 830,000 people, they can be free volunteers and get the kids reading and feeling good about themselves by the time they are in third grade," he said. "The exact same program that Clinton wants to do, except we want to bring free volunteers."

Memphis City Schools is the largest organization so far to adopt the program, which Kindergartners Count launched nationally in November, Wheeler said. French and Spanish editions are available.

This is the third year BellSouth Pioneers have sponsored the program locally, said Bryan LeBlanc, a BellSouth retiree and I Like Me coordinator for the Pioneers chapter and council. Last year, the Pioneers supported it in eight city schools, including Kansas Elementary, and four Shelby County schools.

Steven D. Gilbert, senior vice president of workforce development for the chamber, said the quality of schools and the achievement of students are the keys to long-term workforce development.

"We really believe that these basic skills — reading, math and science, the basics — are really critical to getting these young people started on the right path to learning," Gilbert said.

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Giving Kids a Good Emotional Start

What Head Start parents and teachers should know to ensure emotionally healthy children

Photo courtesy of the author.

Donald DeMoulin
Associate Professor
University of Tennessee-Martin
Buchanan, Tennessee

"I hate me! I hate my name! Nobody likes me! Nobody listens to me! Nobody plays with me! The world is not fun!"

Sadly, many children begin their learning days in tears, yelling things like this, desperate for attention and reinforcement. Head Start parents, teachers, and other staff are positioned to prevent this from happening.

Defining Self-Concept

Self-concept is a powerful factor in developing the temperament of all children, but especially those who express themselves in this way. Self-concept is the emotional sum of the positive and negative feelings that we attach to our life's experiences. In a sense, it is a personal composite of ourselves.

Self-concept has two elements, self-efficacy and self-esteem. The first, self-efficacy, is our sensitivity toward a task and our motivation, confidence, and ability to control the stress associated with that task. Self-esteem, the other element, is our perception of self and the weight we place on how people who are important to us perceive us.

Our experiences at home from ages 2 through 6 form the baseline of self-efficacy and self-esteem. This means that encounters with parents, guardians, extended families, teachers, neighbors, and even television help form self-concept. As we grow, our self-concept tends to stabilize somewhat. But if left unattended, it can eventually

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is imperative that Head Start parents, teachers, and other staff use all means possible to ensure the development of healthy self-concepts in children.

Using a Personalized Program

Literature and an individualized approach are two of these means. Research on using personalization to motivate learning has been conducted with positive results since the late 1970s. But there has not been an affordable way to provide a comprehensive, personalized program to masses of children until now. The "I LIKE ME!" program is that way.

"I LIKE ME!" is one of many valuable initiatives of Kindergartners Count, a non-profit organization that helps children use literature to develop a healthy self-concept. The program is now available for kindergarten, but it will soon include preschool through grade three. This means that Head Start will be able to feel the impact of "I LIKE ME!" that thousands nationally already feel.

"I LIKE ME!" is a 12-week program that will soon be available at no cost to Head Start programs. It has at its centerpiece a personalized reader that includes powerful "I" statements as positive inducements for learning and achievement. It uses the child's first name, the first names of two of her friends, and the names of the child's school, teacher, and principal. The purpose of this personalized approach is to allow children to become heroes in their own lives, to develop healthy self-concepts, and to reinforce the reading processes. Through this, a positive sensitivity toward self and learning will be fostered.

The program provides an understanding of inclusion and tolerance, delivers anti-drug and anti-gang messages, and joins home, school, and the community as partners. It also helps instill in children an early love of reading, while improving reading comprehension and recall. Plus, it demonstrates to children that they are important and can become successful.

Teachers are provided a 12-week daily lesson plan that they can integrate into the existing curriculum and through which they can encourage parent involvement. But teachers are free to utilize the "I LIKE ME!" program in the best way that suits their children's needs.

"I LIKE ME!" operates on the premises that all children are precious and deserving of attention, that all children can learn, and that all children possess the capacity for good. We must assume that there are no bad children, but instead children who may do bad things.

Counting the Results

Results of implementing the program for 12 weeks demonstrate that "I LIKE ME!" significantly improved self-concept development in elementary school students. The children, their teachers, and their parents all felt or witnessed this. Classroom management problems were reduced by 40 percent, and reading comprehension greatly improved in 22 percent of the students. Teachers also reported an increase in parent involvement and home-school relationships.

As a result of these findings, the Telephone Pioneers of America, the largest industry-related volunteer organization in the world, got involved. The Pioneers envision that by 2002, each child in preschool through third grade in the United States, Canada, and Mexico will be able to access the "I LIKE ME!" program. With a membership of more than 800,000, the Pioneers plan to achieve this through fundraising efforts and networking with other organizations. The Pioneers anticipate that this dual approach will cover the costs of implementing the program.

The main emphasis of "I LIKE ME!" is to strengthen children's self-concepts through literacy and their attitude toward learning. But it also aims to enhance reading enjoyment and improve reading comprehension, recall, and writing skills. Moreover, the program sets out to build positive interactions between parent and child, teacher and child, and parent and teacher, while increasing school and community partnerships and involvement.

To achieve this, we need to guarantee that children have positive learning experiences. Self-concept and reading and writing issues must become the focal point right from the start. Head Start should be that start. Together, parents, staff, and community can maximize children's opportunities to read and write at grade level—with a positive self-concept. Then children may be able to say with a smile, "I like me! I like my name! People like me! People listen to me! The world is a fun place!"

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Why Head Start Will Like "I Like Me!"

"I LIKE ME!" soon will be available to your Head Start program. The Telephone Pioneers of America volunteers plan to work with local Head Start agencies to identify children who qualify for Head Start and then to network with other organizations to provide a personalized "I LIKE ME!" book to all the children. This would begin the process of reading, writing, and developing healthy self-concepts in the children's critical developmental years. The children could then become a part of the ongoing 12-week program each year until the end of third grade.

Through this seamless approach, children would enter fourth grade with healthy self-concepts and the ability to read and write at grade level. And all of this would be at no cost to your Head Start program.

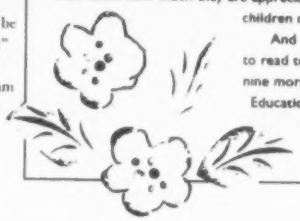
For more information on "I LIKE ME!", contact the International Office of the Telephone Pioneers of America at (800) 976-1914, or Debra Butler, the international program coordinator for "I LIKE ME!", at (785) 272-2009.

But there is no reason to wait to do something until the program gets on its feet for Head Start-age children. Starting today, we should improve the chances of happiness and success for our Head Start children by improving their chances of developing a healthy self-concept.

We can begin by listening to children and spending time with them. Children gauge their importance by the amount of time their parents give them. We also can show them how much they are appreciated. Appreciation and love are things that children need to make them feel important.

And finally, follow these 10 easy steps. Step 1 is to read to the children daily. Then repeat that step nine more times. According to the Department of Education, reading aloud to children is the most important part of reading development.

So, read, read, read to your children!



bring on depression, suicide, rebellion, and anti-moral behaviors.

Children with healthy self-concepts have accepted themselves. They are more capable of accepting others and also perceive themselves to be accepted by others. They feel independent, secure, valued, and loved, because they feel that they are of interest and value to others. Children with healthy self-concepts are confident, have an intrinsic desire to learn, and are more able to tolerate tension. Because of this, they are able to achieve in school, grow into productive members of society, and accept responsibility more readily.

On the other hand, children with unhealthy self-concepts are uncertain about themselves and feel rejected, unwanted, and unloved. Because of this, they feel out of touch with reality and that the world is not a fun place to live. This leaves these children feeling insecure and dependent on others.

Fearing failure and incompetence, they often have difficulty accepting responsibility. They demonstrate signs of apathy and anxiousness, often being prone to academic failure. This may lead to juvenile delinquency.

Proper renewal measures can be taken to prevent this, but it would be best for the children and for everyone concerned if the children developed healthy self-concepts from the beginning. Head Start is the place to do this.

Linking Skill Level to Self-Concept

Basically, children begin Head Start with good attitudes (self-efficacy) and good opinions about themselves (self-esteem). But if these two elements of self-concept are not positively reinforced, they tend to deteriorate. The situation may worsen if the children experience reading difficulties when they enter public school. This causes frustration toward learning, which could destroy any enjoyment for school that the children may otherwise experience, and which may snowball further, leading to a negative attitude toward teachers, other children, and school.

This relationship between skill level and self-concept is especially pronounced when it comes to reading. When either is dramatically low or high, the other usually follows the same path. It has not yet been determined if poor reading skills cause poor self-concept, or if the reverse is true. But it has been proven that the further behind grade level children are in reading, the more difficult it is to correct and re-establish positive attitudes toward learning. This causes further weakening of the already fragile self-concepts of children who are behind grade level.

Impacting Learning

Since the 1970s research on effective schools has revealed that developing a healthy self-concept in children is vital in educating the whole child. Data also suggests that the impact of children's self-concept on achievement is far more powerful than their innate ability. This means that self-concept is a better predictor of success than even I.Q. scores. This wonderful opportunity to enhance a child's achievement may be lost if self-concept is not properly developed as early as second grade.

An improperly developed self-concept may cause reading levels to decline and the learning process to become repetitive and boring. Three out of four students in fourth grade cannot meet suggested standards in reading. In turn, these declining reading and writing skills often lead to frustration, which can then lead to a further decline in a child's self-concept.

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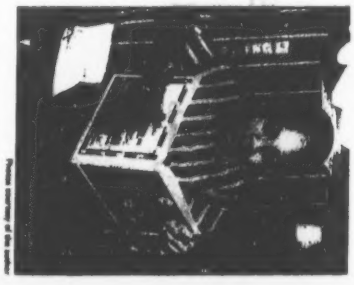

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Giving Kids a Good Emotional Start

What Head Start parents and teachers should know to ensure emotionally healthy children

Donald DeMoulin
Associate Professor
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Photos courtesy of the author

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